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Department of Public Instruction,

CITY OF CHICAGO.

SIXTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

FOR THE

YEAR ENDING FEBRUARY 1, 1860.

CHICAGO:

PRESS & TRIBUNE BOOK AND JOB PRINTING OFFICE, 51 CLARK ST.

1860.

Department of Public Health

OFFICE OF THE COMMISSIONER

MADE IN 1901

BOARD OF HEALTH

REPORT FOR THE YEAR 1901

ALBANY, N. Y.

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Department of Public Instruction,

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At a meeting of the Board of Education, March 3, 1860,
it was

Ordered, That six thousand copies of the Annual Reports
be printed for distribution.

W. H. WELLS, *Secretary*.

REPORT OF THE PRESIDENT.

To the Board of Education of the City of Chicago :

GENTLEMEN : At the close of another school year, those who have placed us in charge of the Public Schools of our city will require at our hands a full account of the manner in which we have discharged the important trusts confided to our care, and the success which has attended our labors. Of the present condition of our schools, you have herewith presented the report of the Superintendent, giving a concise but full account of the working of our school system, and what has been accomplished during the past year.

The duties of the Superintendent are yearly and rapidly increasing. Since the Board have taken charge of all repairs upon the school buildings and grounds, of the purchasing of new school sites, and the erection of new school buildings, all these, together with the largely increased number of pupils and teachers, many of whom are daily seeking and must have his care, direction and advice, tend to throw upon the Superintendent an amount of labor not originally contemplated, in the creation of his office. Many thousands of dollars of the school money are yearly saved by the manner in which it is now expended, and the Board will ever feel the necessity of

allowing such competent and reliable assistance in the office as shall give to the schools and teachers more of the Superintendent's instructions and advice, now rendered impossible by other duties claiming his constant care and attention.

It is a most gratifying fact to report, that for our schools as they are to-day, neither the Board nor the city owe one dollar. Our new and elegant buildings, finished and furnished in the best manner, with all the modern improvements in furniture, and most of them in heating, unincumbered with debts, we hand over to our successors, as a legacy to coming generations, showing, in a measure, our appreciation of the value of public schools.

In this connection, it will be proper to present the valuation of our school grounds, buildings and furniture, as made for the City Comptroller, by persons well qualified for the duty. This embraces only that portion of the school property which has been purchased by the two mills tax. For this comparatively trifling yearly cost to our citizens,—a cost which, I am happy to say, has ever been, and I trust ever will be, promptly and willingly met,—we have the following valuable school property, against which there is no demand, unless it be a small yearly payment on two or three of the less valuable lots.

SCHOOL GROUNDS.

Lot occupied by the Dearborn School,.....	\$15,000 00
“ “ “ Jones, (Branch).....	19,400 00
“ “ “ Moseley.....	20,000 00
“ “ “ Washington.....	8,000 00
“ “ “ Brown.....	8,000 00
“ “ “ Foster.....	2,500 00
Carried forward,.....	<u>\$72,900 00</u>

PRESIDENT'S REPORT.

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Brought forward,.....	\$72,900 00
Lot occupied by the No. 12.....	5,000 00
“ “ “ Skinner.....	9,450 00
“ “ “ Newberry.....	4,000 00
“ “ “ Kinzie.....	9,600 00
“ “ “ Ogden.....	13,350 00
“ purchased for the Ogden School (in bk. 17, Bushnell add.),...	10,000 00
	<hr/>
	\$124,300 00

SCHOOL BUILDINGS.

High School.....	\$35,200 00
Dearborn School House.....	5,000 00
Jones School House.....	6,000 00
Jones School House, (Branch).....	1,200 00
Scammon	6,000 00
Kinzie.....	5,000 00
Franklin.....	6,000 00
Ogden	23,800 00
Newberry	23,700 00
Washington.....	6,000 00
Brown.....	21,500 00
Foster.....	20,200 00
Foster (Branch).....	1,200 00
Skinner.....	27,200 00
Moseley.....	22,200 00
No. 12.....	1,200 00
	<hr/>
Total valuation of School Buildings.....	\$211,400 00

SCHOOL FURNITURE.

At High School...	\$1,700 00
Scammon “	450 00
Brown “	1,600 00
Foster “	1,985 00
Washington “	360 00
No. 12 “	140 00
Dearborn “	532 00
Jones “	460 00
“ “ (Branch).....	180 00
Moseley “	1,666 00
Ogden “	1,745 00
Kinzie “	390 00
Franklin “	380 00
Newberry “	1,750 00
Skinner “	4,860 00
	<hr/>
	\$18,198 00

RECAPITULATION:—

School Grounds.....	\$124,300 00
School Lots.....	211,400 00
Furniture.....	18,198 00
Total.....	\$353,898 00

In addition, we have unexpended of the two mills tax, to commence the new year, and to pay expenses until the tax for the coming year can be collected, \$13,754.94, and the only liabilities for school purposes, as stated above, are payments on two or three school lots, amounting to \$10,130.00.

By direction of the Common Council, a committee has recently been appointed by this Board to examine into the present condition of our School Fund. That committee has reported in part, and the Council have the result of their labors before them. I deem this matter of such vital importance, and the present condition of a considerable portion of this fund is such that I cannot refrain, in this report, from asking at your hands your most active, prompt and earnest co-operation with the Council, in placing this fund in some more reliable and safe condition. Some loss is now inevitable; and without speedy action, more of it, and far too much of it, will be beyond recovery. No body of men have such a realizing sense of the value of this fund as the Board of Education; and some plan that should place its management under their supervision, care and watchfulness, would save it from many of the evils of the present system, and would throw around it many checks and safeguards now entirely wanting.

During each of the years 1857, 1858 and 1859, we added to our school accommodation 1,200 seats. The

Brown and Foster school buildings were erected in 1857, each accommodating 600 pupils. In 1858 the Newberry School House was erected, at the corner of Willow and Orchard Streets. This will seat at least 1,200 pupils, and at the same time give a large hall for the exercises in singing, declamations, etc., and two rooms for the use of the heating apparatus, the original design being to heat with steam or hot air.

At the corner of Aberdeen and Jackson Streets, on the West Side, a house has been erected during the past year of the same plan and size of the Newberry school house. The plans of the two houses were furnished and the work superintended by Geo. P. Randall, Esq., of this city. These two houses are regarded, I think, by all competent to judge of the matter, as models for buildings affording such accommodations. The arrangements for ingress and egress in both are ample; in all of the twenty rooms the light is abundant and admitted on two sides; the halls and stairways are spacious and well lighted, and the means of ventilation seemingly perfect. In short, the whole arrangement leaves little room for improvement. The manner in which the builders and contractors have done their work, entitles them to the thanks of this Board and of this community. In eight months from the time the ground for this building was purchased, it was completed, and one thousand children were in it, enjoying the benefits of our public schools. During the severity of the past winter, this entire building has been kept sufficiently heated by steam, generated from a single boiler.

In honor of the Hon. Mark Skinner, an early resident of our city, and an early and earnest laborer in the cause of public schools, the Board have very properly named this the Skinner School.

It is not improper here to say, that for the economical, prompt and successful manner in which this work has been done, the Board are under many obligations to the Chairman of the Committee on Buildings and Grounds, who has given much of his time, during the past year, to this work, and the Board have very appropriately placed on record their appreciation of his labors.

A new school building is very much needed upon the South Side, and the Board will deem it necessary, I doubt not, to commence its erection at an early day. The Dearborn, Jones with its branch, and the Moseley schools are very much crowded, and immediate steps must be taken to relieve them. The danger of sending so many small children into the attics of our large school houses, as is the case in the Dearborn and the Jones, is a sufficient reason, were there no other, for the most active efforts, on the part of the Board, to relieve them of so serious and objectionable a feature. The necessity of occupying such unsafe accommodations is found in the over-crowded condition of all the school buildings in this part of the city. The Board will deem it necessary, with as little delay as possible, to obviate these objections by the erection of a new building for school purposes.

The laws of this State require all towns and cities to make provision for the education of children over five years of age and under twenty-one. The ques-

tion has been agitated to some extent, whether the evils of admitting children to the forcing process of our classified and graded public schools, at the tender age of five years, is counterbalanced by the advantages gained by this early admission. Our school rooms have really become forcing houses for young minds, with all the modern appliances of improved school books, pictures, slates and black-boards, with teachers fresh from our Normal Schools, ready and willing, and sure to teach these little ones in an incredibly short space of time, the names, sounds and combinations of the letters of our language, together with a variety of other things too numerous to mention; all this requiring the highest exercise of memory, comparison and reflection, far too severe for minds so young to grapple with. The result of such training is, too often, a prodigy in intellectual attainments, in baby-hood; one fitted for college honors or for business in early childhood,—but in early manhood, too often an enfeebled mind in a worn out and wasted body. Had this Board the power to exclude all under six years of age from our school rooms, future generations would thank us for using it, and more vigorous minds in more vigorous bodies would be the result.

Children, at the tender age of five years, cannot with impunity be subjected to the discipline of our public schools. The necessary confinement of a well regulated school room, will, in too many instances, engender deformities and diseases, to be carried through a life of sorrow and of suffering. Girls suffer more in this respect than boys; they have less

out-door exercise ; they are less prone to disobey the teacher and to obey nature. The customs of society sanction a greater variety and more vigorous exercise for the boys than for the girls, while that same custom gives far too little and too gentle for either. A change must be brought about, or a nation of dwarfs and invalids will be the result.

These remarks do not apply so much to the country as they do to the cities and towns where the schools are kept up during the greater part of the year. As an introduction to a reform that must sooner or later take place, I would suggest the propriety of applying to the next Legislature for a law authorizing those cities and towns that keep up yearly schools, to regulate the age of admission, as shall, to the guardians of those schools, seem best. In Germany, Switzerland and Austria, none under six are admitted to the free schools. The same is true of many of our own cities and towns.

Intimately connected with this subject is the overtasking of pupils while in school. This is a serious evil ; an evil that has been gradually growing upon the schools of our country, and requiring at the hands of those having charge of them, the most watchful care and attention. Boards of Education and committees are held responsible to the public for the amount of labor accomplished in the school room ; teachers are held responsible to their employers for the same thing, and their success is measured by the amount "extracted from childish brains," regardless of the almost forgotten fact, that children have a physical as well as an intellectual existence. Then comes the stimulus

of marks, rewards, emulation between pupils of the same school, and classes of different schools, urged on by teachers whose pay and position depend upon the most done in the shortest possible time, and too often the urging and encouraging of fond parents and friends; and all combined, keep the mind of the child up to the highest pitch of intellectual attainment. What wonder, then, that under all these spurs and incentives to labor, so many break down in early childhood? What wonder, that we see in our school rooms so many pale, wan cheeks, where we should look for rosy health? What wonder, that we oftener see in the school room than elsewhere, the curved spine, the depressed chest, the worn and jaded and sickly forms of those who should be erect, with full expanded chests, and all crowned with vigorous and joyous health?

Six hours of hard intellectual labor, in the school room, is as much as the most vigorous can long endure, and this for the time our schools are in session,—ten months in the year—would break down many robust and healthy men. What, then, must become of that class in our schools, and the number is not small, who are feeble and delicate and sickly? As a nation, intellectually, we are making rapid strides. If we have not found the royal road to learning, we have found all the short ones, and all the means of rapid progress on them. But physically, we are, as a people, degenerating. Machinery is doing much of the labor of the land; manly sports are out of date and ignored, and we are fast becoming a nation of pigmies in body, but giants in mind, especially in childhood. This ought not so to be; education, in

our day, should give well balanced, well disciplined and well developed minds—minds prepared to think, to reason and to determine, in strong, healthy and vigorous bodies.

That modern writer who endeavored to show that murder was one of the "Fine Arts," must have had in mind an American school room, where the Board of Education, teachers and parents, are all endeavoring, in the most refined and genteel way, to render valueless or extinguish the lives of those placed in their charge. The tyrant who gave orders for the destruction of all the first-born of his dominions, has justly been regarded as a monster of cruelty, and his name has been anathematized for the last eighteen hundred years, and will be to the end of time. What measure of condemnation should then be meted out to those who go to work systematically, not with the intent, to be sure, but no less effectually, to destroy, not only the first-born of the land, but all from five years old and upward? More than one half of the children born, die before the age of eighteen; how many of them die of education it may be difficult *accurately* to determine; but that many of them are *educated out of existence*, and others suffer from this same fearful malady, none who are visitors to our school rooms, and are observers of what they there see, will for a moment deny. Horace Mann said, years ago, and the evil has been constantly on the increase since, that so far as the body is concerned, "our schools provide for all the natural tendencies to physical *ease* and *inactivity*, as carefully as though paleness and languor, muscular enervation and debili-

ty, were held to be constituent elements of national beauty." And such is the case ; a languid and sickly body, bending in childhood under the weight of mental labor that would crush most persons of mature years, is regarded as " interesting," " promising," " beautiful," if from that same wan, worn body, on examination day, come *torrents* of French, Latin, Philosophy, Astronomy, and the Higher Mathematics, all in the enunciation of every word, syllable and letter, in exact accordance with Worcester or Webster.

If it be true, as a prominent and faithful laborer in the cause of public education once asserted, that " a man without high health, is as much at war with Nature as a guilty soul is at war with the Spirit of God," and if over-tasking the mind in childhood tends to destroy or impair the constitution or the health, then surely no Board of Education can be guiltless if they permit any over-tasking in the schools under their charge, on any pretence whatever. " Strict discipline and hard study " are the only certain grounds of success ; but that discipline and study should only last during the five, or at most, six school hours of the day, and then the books should be cast aside, and the balance of the day devoted to hard physical labor, athletic sports, gymnastics, or such other bodily exercise as shall tend to harden and develope the muscular system. It should not be understood that our own schools are especially faulty in this particular, but that a reformation is needed, and that less hard mental labor should be required, and more attention given to the physical, especially in our higher classes, is too apparent to need further remark.

I cannot but commend this subject, not only to the Board of Education of this city, but to all having charge of educational institutions—the evil is a national one.

The change which the Board made during the past year, in the management of our Normal School, has been attended with the happiest results. The seats are now all filled, and by those who bid fair to become, in time, ornaments to the profession for which they are preparing. We are already realizing great advantage from this school. The large number of female teachers now in the employ of the Board, render frequent changes inevitable ; but here we have a large class of competent and well educated instructors, constantly coming forward to take their places, those who understand our system of graded schools, and need no special instruction to make them “ at home ” and ready for work in the school room.

It is a cause of gratulation, and an important element in the success of our schools, that so much harmony and mutual confidence exists among the teachers themselves ; and their relations to the Superintendent are such as to give the highest promise of success to the plans and labors of the Board. All are striving, to the best of their ability, to elevate the standing of our schools, and to make them still more deserving of the confidence and respect of this community.

Our young city can point with just pride to our noble school buildings, our faithful, laborious and competent corps of teachers ; to the harmony of action and mutual co-operation between our citizens, the

Council, and the Board of Education. All are actuated by the same high and noble purpose of making our schools the nurseries of sound learning and morality. To them, united with the refining and purifying influences of Christianity, must our country look for her future happiness and renown.

LUTHER HAVEN,

President of the Board of Education.

REPORT OF THE SUPERINTENDENT.

To the Board of Education of the City of Chicago :

GENTLEMEN : In previous reports I have indulged somewhat freely in the discussion of principles and methods. This year I have endeavored to confine myself more strictly to the ordinary limits of a school report.

The public schools of the city have passed through another year of uninterrupted prosperity.

One year ago, the number of pupils enrolled in all the schools was 6,578. At the present time, March, 1860, the number is 7,756, making an increase of 1,178.

One year ago, the number of teachers in the service of the Board was 101 ; the number now employed is 123, being an increase of 22.

SCHOOL ACCOMMODATIONS.

It is well known that the greatest evil from which the schools have heretofore suffered, has been the crowded state of many of the Primary rooms, and the large number of pupils necessarily given to a single teacher. In this respect there has been some improvement. One year ago the average number of pupils belonging to each teacher in the Primary Schools of the city, was eighty-one. The average

number belonging to each Primary teacher, at the present time, is seventy-seven. The number is still too large by at least seventeen, and full seventeen-sixtieths of the efficiency and value of the schools are sacrificed on this account.

Temporary Branches.—About one-half of the schools are now furnished with suitable accommodations. For several of the others it will be necessary to provide some temporary relief. This can be done, as heretofore, by renting such rooms as may be placed at the disposal of the Board. These rooms are not well adapted to our wants; but the evil of inconvenient rooms is far less than the evil of over-crowded rooms. At the present time, the cost of such accommodations as the Board are able to hire, is very much less for the same number of scholars, than the interest of the money invested in new buildings and the depreciation of the property by use. The new building erected during the last year has accommodations for twelve hundred children. The interest of the money invested in this building would hire temporary accommodations for more than two thousand children.

Permit me, then, to recommend, that a sufficient number of branches be established, in all the crowded districts, to reduce the number of pupils for each teacher, to sixty. We cannot at present erect new buildings enough to meet the wants of the schools, but we can remove more than half of the evil that exists, by establishing temporary branches, and that without any real pecuniary sacrifice, and without exceeding the resources of the two mills tax fund.

Size of Buildings.—It has been the policy of the Board of Education, during the last two years, to build large houses, capable of accommodating not less than 1,200 pupils each. For buildings of this size, I believe no better models can be found than those of the Skinner and Newberry Schools. I trust, however, that the city will never build houses so large as these, from choice. The cost of accommodations for 1,200 children is less in one building than in two, and while the call for more room continues as urgent as it is at the present time, it may be best that some of our new buildings should be constructed on the same plan as during the last two years; but I trust it will not be long before we shall have the means of building houses only three stories high, with accommodations for about six hundred pupils. The four buildings erected in 1856 and 1857 are of this description. Experience has proved that six hundred pupils is a number large enough for all the purposes of classification, and the disadvantages of bringing a greater number of children together in the same building and on the same play grounds, are many and obvious.

GRADED SCHOOLS.

We have now six school houses of improved construction, besides the High School, with seats for about 4,800 scholars. Four of these buildings contain ten school rooms each, besides the hall, and two of them twenty each, besides the hall. Each of these rooms is furnished with sixty-three or sixty-four seats and desks, and is designed for the charge of a single teacher. There are, then, in each of these schools, at

least ten grades or ranks of pupils. In the large buildings there may be more than ten, but no advantage can arise from increasing the number of divisions beyond this limit. These ten distinct grades mark the successive steps of the pupil's progress from the alphabet class to the master's division. The distinctions of Grammar and Primary Departments are still observed, for the sake of uniformity with the other schools; but it is obvious that in these buildings the schools are not properly Grammar and Primary Schools, but simply *Graded Schools*. And since more than half of the scholars are already in these buildings, and the number is rapidly increasing, I would recommend that, at the close of the present year, the distinctions of Grammar and Primary Departments be dispensed with in all the schools. The system of classification and the records of membership will then be more simple and uniform, and we shall no longer be required to make distinctions where none exist.

HEAD ASSISTANTS.

During the past year, a new and important feature has been introduced in our system of instruction. In two of the schools, the Foster and the Skinner, Head Assistants have been appointed, and the office of Principal of the Primary Department has been given up.

The Head Assistant takes the charge of the Principal's room during a portion of each day, and thus affords him an opportunity to visit all the different rooms, and give them such attention as they may re-

quire. The Head Assistant also devotes a portion of each day to the general interests of the school.

This experiment has already been attended with the happiest results. The Principal brings his influence to bear directly and constantly upon all the different rooms of the school; the records are kept with more care and accuracy; the standard of instruction and discipline is elevated, and the classification is more uniform and exact. Permit me to express the hope that the same system will be introduced as early as practicable into the other large schools of the city.

GRAMMAR AND PRIMARY SCHOOLS.

Primary Schools.—If I rightly judge, the most noticeable feature in the history of the schools, during the past year, is the improvement that has been made in the instruction and discipline of the Primary classes.

The attention of the Board of Education has been turned particularly to this branch of our school system; the Primary Assistants have been elevated to the same rank as the assistants in the Grammar Department, by establishing for them the same scale of salaries; special Institutes have been held for their benefit; and more than all, the teachers themselves have made a most praiseworthy effort to improve their systems and modes of instruction.

Many of the Primary teachers have found that a school of practice may also be a Normal School of the highest order, and they have shown themselves apt to learn.

The improvement that has been witnessed in the instruction of the Alphabet and Primer classes, deserves particular mention. More use is made of the slate and black-board; object lessons are more frequently and regularly introduced, to relieve the other exercises; more attention is given to distinctness of articulation and enunciation: the sounds of the letters are better understood and applied; and physical exercises are now fully introduced as a part of the daily routine.

It is still true that it is more difficult to find competent teachers for these classes, than to fill any other situation except those of Principals or Head Assistants. There are as many teachers, at the present time, in the lower divisions, that would succeed well in the higher, as there are in the higher divisions that would succeed well in the lower. The highest interests of the schools require that teachers distinguished for aptness and tact should be selected for the Alphabet and Primer classes, and many of the recent appointments have been made on this principle.*

* "Especially should those to whom the education of the Primary classes is committed, be not only competent and apt to teach, but equable, dignified and gentle in their deportment, kind and affectionate in their disposition, accustomed to self-control, and familiar with the wants and peculiarities of the children entrusted to their care. As a general rule, much greater maturity of mind is necessary and desirable for the proper development and discipline of this class of pupils, than for those of a more advanced grade; while, in the selection and arrangement of teachers, the youngest and least experienced are most frequently assigned to the duties of the former. While greater age, of itself, affords no criterion of ability to succeed in this department of instruction, the judgment, the disposition, the temper and the demeanor of the teacher should be narrowly scrutinized before committing to her guidance the intellectual and moral instruction of the elementary classes in our public schools." — S. S. RANDALL, *Supt. of Schools, New York*.

In some of the Primary Schools, improvements have been greatly retarded by the crowded state of the rooms. This is an evil which I trust the Board will remove, by hiring additional rooms for Branch Schools.

In other schools, too little use has been made of the slate and black-board, chiefly because the teachers were unable to prepare a sufficient number of exercises for the pupils to copy. This obstacle will now be removed by the use of the Primary Tablets recently adopted by the Board.

Grammar Schools.—The Grammar Schools are supplied with a corps of able and efficient teachers, and the high reputation which they had acquired during previous years has been fully sustained.

Two years ago, I had occasion to remark that Penmanship was less satisfactorily taught in most of the schools, than any other branch. I am now able to report that no branch in the Grammar Schools is better taught than this.

In Spelling, also, it is gratifying to observe that a very marked improvement has been made in nearly all the Grammar Schools. Special attention is given to the subject of syllabication, and most of the exercises are conducted in writing.

Many of the classes have frequent written reviews of the different branches pursued, and this practice might be still further extended, with great advantage to the schools. No other mode of reviewing has ever been found so successful as this in testing the attainments of a class, or in raising the standard of thoroughness and self-reliance.

The deficiencies most frequently observed in the Grammar Schools, are in some of the branches which are commenced in the Primary Department. However thorough the instructions of the Primary class may be, many of the elements there taught can be retained only by frequent reviews in the higher classes. Candidates for admission to the Normal School are often found deficient in mental arithmetic, and there are, at the present time, a large number of pupils in the Grammar Schools who cannot give the sounds of the letters in half the words they read.

Classification.—In all graded schools there is a constant tendency to depart from a thorough and uniform system of classification, and our own schools have not in all cases been free from this evil. A few instances have occurred in which pupils have been advanced from one reading book to another, as soon as they were able to call the words with tolerable readiness, and before they fully understood the meaning of many of the words, or had acquired the power of giving them proper expression. In some classes, pupils have been advanced in reading, to the neglect of other branches, so that they were prepared for the Third Reader before they were sufficiently acquainted with spelling and arithmetic to enter the Grammar Department. Instances have also occurred in which less attention has been given to slate arithmetic in the Grammar Schools, than the rules of the Board require. But these examples of irregularity have not been numerous, and I am not aware that any of them exist at the present time.

Physical Training.—By referring to the recent school reports of other cities, it will be seen that nearly all of them dwell particularly upon the importance of connecting physical education with common school instruction; and it must be confessed that this subject has for many years received more attention in school reports than in schools.

Notwithstanding philanthropists long since discovered that there is no necessary connection between a high degree of mental cultivation and an enfeebled physical constitution, these two conditions are still found associated together to an alarming extent, in nearly all the higher classes of both public and private schools. Our own system of instruction is by no means free from this objection. Even in the Grammar Schools, and especially in the masters' divisions, it exists to such a degree as to demand the most careful attention.

Frequent and vigorous physical exercise should be introduced in the Grammar Schools as well as in the Primary; the lessons assigned should in all cases be of reasonable length; and both parents and teachers should insist that pupils devote a suitable amount of time each day to bodily exercise and entire rest from mental labor.

No struggle for admission to the High School or for the acquisition of a medal, no spirit of ambition or emulation, should ever be allowed to interfere with the care and training required to secure a healthy development of the body, upon which the mind itself is dependent in so great a degree for its own power of action.

HIGH SCHOOL.

The Chicago High School still maintains its high reputation for thoroughness of instruction, and for the influence it exerts in forming the character and habits of its pupils.

During the last year, it has sent forth its first graduating class, and its first fruits have fully met the expectations of its patrons and friends.

Over-work.—The course of study originally prescribed for this school, was found, on trial, to task many of the pupils beyond their strength, and it has already been modified in some degree, to remove this objection. It is important that measures should be taken to give the pupils still further relief; but I trust it will not be by reducing the number of studies or lowering the standard of scholarship. It would, in my opinion, be far better to extend the time required for completing the full course.

The highest standard of requirement in all the classes, should be attainable by pupils of average capacity, without the necessity of studying during hours required for exercise and relaxation. But in attempting to remove this evil, we should remember that there is danger of falling into the opposite extreme. If pupils are tasked beyond their strength, the institution is justly chargeable with blame. But if the standard is dropped so low that it fails to stimulate the scholars to habits of thoroughness and self-reliance, then is the school itself a failure, and the community would so regard it.

Mental Discipline.—The highest and most important object of intellectual education, is *mental discipline*, or the power of using the mind to the best advantage. The price of this discipline is *effort*. No scholar ever yet made intellectual progress without intellectual labor. It is this alone that can strengthen and invigorate the noble faculties with which we are endowed. However much we may regret that we do not live a century later, because we cannot have the benefit of the educational improvements that are to be made during the next hundred years, of one thing we may rest assured, that intellectual eminence will be attained during the twentieth century just as it is in the nineteenth: by the *labor of the brain*. We are not to look for any new discovery or invention that shall supersede the necessity for mental toil; we are not to desire it. If we had but to supplicate some kind genius, and he would at once endow us with all the knowledge in the universe, the gift would prove a curse to us, and not a blessing. We must have the discipline of *acquiring* knowledge in the manner established by the Author of our being, and without this discipline our intellectual stores would be worse than useless.

Ratio of Teachers and Pupils.—During the last year, the number of pupils in the High School has been considerably increased, without a corresponding increase in the number of teachers. I trust I shall be pardoned for expressing the conviction that the standard of excellence will inevitably deteriorate, unless the number of pupils for each teacher is reduced as low as the ratio established at the organiza-

tion of the school. Many of the pupils already in the High School might have continued their studies profitably in the Grammar Schools another year; and the question may be worthy of consideration by the Board, whether it is not desirable to raise the minimum age of admission to thirteen. It is well known that many pupils at twelve years of age acquire a degree of fluency and readiness which carries them successfully through an examination for admission to the High School, while in all the essential elements of maturity and discipline of mind, they are more properly classed with the pupils of the Grammar Schools.

Normal Department.—The change that has taken place during the last year in the organization of the Normal Department of the High School, and especially in the conditions of membership, have already been productive of the most satisfactory results. The average age and maturity of the pupils are considerably advanced; selections for admission are made with special reference to those qualities which give promise of success in discharging the duties of a teacher; the course of instruction is more strictly professional; and the school no longer presents the anomaly of Normal pupils pursuing their studies without any intention of becoming teachers.

The number of graduates from the Normal Department, now engaged as teachers in the public schools, is ten; and I am happy to be able to report that they are discharging their duties in a very satisfactory manner. Several of them already rank among the best teachers in the service of the Board.

MORAL AND RELIGIOUS INSTRUCTION.

The Bible is read in all the schools, without note or comment, every morning ; and it is gratifying to witness the spirit of subdued reverence and devotion that pervades the different rooms during this exercise. In most of the schools the reading of a portion of the Scriptures is accompanied by a repetition of the Lord's Prayer and appropriate devotional singing.

The Board of Education are ever watchful to exclude all sectarian influences from the schools, and no child is required to read the Bible against the wishes of his parents. This is the only basis on which a system of free schools can permanently rest. Protestants would prefer that their children should be taught the Protestant faith in connection with their secular education, and Catholics would prefer that their children should be instructed at school in the principles of the Catholic religion ; but this is manifestly impracticable. The only alternative is that which has by common consent been adopted, namely, to exclude all denominational teaching from the schools, and leave it for parents and religious teachers to impart this kind of instruction morning and evening, and on the Sabbath. During the four years of my connection with the schools of Chicago, I do not recollect a single instance in which a parent has complained that improper religious influences were brought to bear upon his children in school.

There is a class of principles and duties, which have their highest sanction in the sacred Scriptures,

and respecting which, all denominations of Christians are agreed ; as, reverence for the Supreme Being, veracity, justice, kindness, purity, obedience to parents, etc. These are faithfully and constantly inculcated in all the schools. The general habits and manners of the pupils also receive the most watchful care and attention on the part of the teachers.

A DESIDERATUM.

Among the wants of schools that still remain unsupplied, none is more seriously felt than the lack of a complete Pronouncing Dictionary. Neither Webster nor Worcester has attempted to indicate the quality of the vowel sounds in unaccented syllables, embracing more than half the vowel sounds of the language. Every vowel that is sounded at all, has obviously some quality ; and no pronouncing dictionary can have any claim to completeness, if it fails to tell us what that sound is. In all the best schools of the country, pupils are now required to spell words by sounds as well as by letters. Questions are constantly arising in respect to the sounds of vowels in unaccented syllables, and the learner turns in vain to his dictionary for aid. Teachers themselves are often in doubt on these points.

The lexicographer finds it difficult to decide, in all cases, what the exact sound of the vowel is, and so casts off all responsibility, both in regard to those which are doubtful and those which are not. This the teacher cannot do. If the pupil is called on to analyze the sounds of the word *ability*, he must give a definite quality to every vowel sound in the word.

Shall he give to *a* the sound it has in *fate*, or that in *far*, or that in *sat*? Shall *i*, in the third syllable, have the sound of *e* in *mete*, of *i* in *sit*, or of *i* in *fine*? And what is the sound of *y* in the last syllable? His dictionary is silent on all these points, and he resorts to his teacher, who is obliged to give some definite answer or abandon the exercise. Both teachers and pupils need some authority to which they may refer in all cases of doubt.

The same want is felt by singers, who are obliged to protract the vowel sounds in unaccented syllables, and must give them some distinct and positive quality.

This demand for a more complete pronouncing dictionary is imperative, and must in some way soon be met. In all the other requisites to completeness in a dictionary of the language, American lexicographers are confessedly in advance of the British; on the points to which I have referred, they fall far behind.

While it is desirable that every sounded vowel should be distinctly marked in a school dictionary, it is of still greater importance that no undue stress should be laid on unaccented syllables.

An affected and vicious style of pronunciation has been gradually gaining currency in schools, during the last twenty years, which consists in giving to certain unaccented syllables a degree of distinctness and force to which they are not entitled. Thus, in such words as *commencement*, *assistant*, the last syllable often receives at least twice the stress that legitimately belongs to it, apparently for the purpose of distinguishing the quality of the vowel sound. The

best speakers never attempt to give the vowel *e* the same distinctness of sound in *moment* that it has in *lament*, and it is highly important that this forced and unnatural system of pronunciation should be banished from the school room. No authority can be found for it, in either Worcester or Webster. On the contrary, Worcester distinctly marks all this class of sounds as *obscure*.

If these vowels were all marked so as to indicate the *quality* of the sound only, there might be danger of increasing the evil of giving undue stress to unaccented syllables. To obviate this difficulty, each unaccented vowel might be so marked as to indicate both the *quality* of the sound and the *light stress* to be given it. Whatever system of marking is adopted, let the dictionary show, in some way, that the unaccented vowels have a fixed and positive character, but that they are never to receive any increase of stress merely to show what that character or quality is; and if errors still prevail, the fault will then rest with teachers and pupils, and not with lexicographers.

ATTENDANCE.

Average Enrolment.—The *average number of pupils belonging* to all the schools, including the High School, during the year 1859, was

Average number belonging in				1858,	5,516
"	"	"	"	1857,	4,464
"	"	"	"	1856,	3,688
"	"	"	"	1855,	2,154
"	"	"	"	1854,	1,629
"	"	"	"	1853,	1,795
"	"	"	"	1852,	1,521
"	"	"	"	1851,	1,409
"	"	"	"	1850,	1,224

The average number belonging to the schools during the month of February, 1860, was 7,756.

Average Attendance.—The *average daily attendance* of all the schools, including the High School, during 1859, was

Average daily attendance in				1858,	4,824
"	"	"	"	1857,	3,494
"	"	"	"	1856,	2,649

The average daily attendance during the month of February, 1860, was 7,001.

Punctuality.—The following table exhibits the *per cent. of attendance* on the *average number belonging*, in the several Grammar and Primary Schools for the last four years.

PER CENT. OF ATTENDANCE ON THE AVERAGE NUMBER BELONGING, IN THE SEVERAL GRAMMAR AND
PRIMARY SCHOOLS, FOR THE LAST FOUR YEARS:

SCHOOLS.	1856.			1857.			1858.			1859.		
	GRAMMAR DEP'T.	PRIMARY DEP'T.	BOTH.	GRAMMAR DEP'T.	PRIMARY DEP'T.	BOTH.	GRAMMAR DEP'T.	PRIMARY DEP'T.	BOTH.	GRAMMAR DEP'T.	PRIMARY DEP'T.	BOTH.
Dearborn	82	81	81.5	85	70	75	92	78	83	93	85	87
Jones	80	63	68	85	75	78	92	84	86	94	89	90
Scammon	85	70	77	91	74	81	93	77	83	95	88	90
Kinzie	81	58	68	81	73	75	91	79	84	92	85	87
Franklin	80	63	72	83	74	79	93	88	90	93	88	90
Washington . .	79	66	72	74	66	69	88	84	86	94	86	88
Moseley	63	63	63	88	78	80	94	86	89	94	87	90
Brown	75	69	72	87	80	83	93	90	92	94	90	92
Foster	69	64	65	85	78	80	94	87	89	94	89	90
Ogden				90	79	83	95	91	93	95	90	92
Newberry										91	86	87
No. 12										94	83	86
Average . . .	77	66	71	85	73	77	93	84	87	94	87	89

The foregoing is the most important table in this report, since the degree of punctuality in attendance is one of the surest indexes to the general character and prosperity of a school.

It is gratifying to observe, from this table, that the punctuality of the schools has been constantly and rapidly improving during the last four years, and that the per cent. of absences in 1859 was considerably less than half the per cent. of absences in 1856.

The table also presents a comparative view of the punctuality of the different schools.

The number of pupils in the Grammar and Primary Schools, who were present every half day of school during the year 1859, was 63. Number present every half day in 1858, 32.

The following are the names of those who were present every half day in 1859 :

DEARBORN SCHOOL.

ISABELLA H. THOMSON.

JONES SCHOOL.

ELLA HARRISON,
CLARA KLAR,
AMELIA MYERS,
NETTIE MELICK.

SCAMMON SCHOOL.

ROYAL B. BARNES,
MARY A. EVANS,
DAVID GOODMAN,
ANN FRANKEY,
JOHN FRANKEY,
MARY E. FURNALD,
DEXTER JENNINGS,
ANNA S. PETTY,
GEORGE WILSON.

KINZIE SCHOOL.

PHILIP MILLEMAN,
THOMAS CEREW,
THOMAS FLEMING.

FRANKLIN SCHOOL.

MALVINA M. WINKELMANN,
MARY A. SMITH,
AUGUSTA HEMPSEED,
GEORGE SMITH.

WASHINGTON SCHOOL.

THEODORE LAWRENCE,
JOHN McGRATH,
HENRY McCOMIS.

BROWN SCHOOL.

JOHN CREIGHTON,
HENRY BRADLEY,
ANNA BRADLEY,
EMILY GORDON,
HELEN DE MARY,
MARTHA WINCHELL.

FOSTER SCHOOL.

FREDERIC BLUHM,
WILLIAM CHESHIRE,
JAMES GALLIGAN,
JACOB HAASE,
JAMES LINCOLN,
CLARKE VAN VLACK,
ISABELLA BARNET,
EMELINE COBURN,
MARY MACKEY,
CAROLINE SCHIMMELS,
ANTOINETTE WOODARD,
ELLEN YOUNG.

OGDEN SCHOOL.

ABBOTT L. ADAMS,
JOHN DOUGALL,
WILLIAM FLEMING,
CHARLES HINE,
GEORGE A. McLANE,
ROBERT TEMPLETON,
JOHN FLEMING,
RICHARD NELSON,
ELIZA A. DOUGALL,
JANE DOUGALL,
MARGARET DOUGALL,
LOUISE DEWEY,
MARGARET LYNCH,
CATHARINE SIMPSON,
MARY TURNER,
ANN KERR,
MARY TEMPLETON.

NEWBERRY SCHOOL.

MARY A. CORCARAN,
LOUISA D. KERN.

SCHOOL NO. 12.

JOSEPHINE DINET,
AGNES RICHTER.

The following pupils have belonged to the schools during the last *two years* without being absent a single half day.

DEARBORN SCHOOL.

ISABELLA H. THOMPSON.

SCAMMON SCHOOL.

MARY FURNALD,
DEXTER JENNINGS,
GEORGE WILSON.

FRANKLIN SCHOOL.

MALVINA M. WINKELMANN.

FOSTER SCHOOL.

MARY MACKEY.

OGDEN SCHOOL.

ABBOTT L. ADAMS,
WILLIAM FLEMING,
GEORGE A. McLANE,
ROBERT TEMPLETON.

The whole number of tardinesses in the Grammar and Primary Schools, during 1859, was 24,904

Whole number in 1858, 20,784

The number of pupils in the Grammar and Primary Schools, enrolled as members during the whole of 1859, and not tardy in a single instance, was 397

The number in 1858, was 262

Whole Number Enrolled.—The whole number of different pupils enrolled during the year 1859, including those of the High School, was 14,199

Whole number in 1858, 12,873

“ “ 1857, 10,786

“ “ 1856, 8,577

“ “ 1855, 6,826

Changes of Membership.—The whole number admitted and re-admitted to the Grammar and Primary Schools, during 1859, was 15,454. The average number belonging, was 6,649. This is equivalent to more than two entire changes of the membership of the schools in a single year.

The number re-admitted once, was 3,316

“ “ twice, 829

“ “ three times, 149

“ “ four or more times, 36

The number of pupils that belonged to the schools during the whole of 1859, without at any time losing their membership, including those of the High School, was 1,955

In 1858, the number was 1,737

The number that belonged to the schools less than three months of 1859, was 4,603

Less than three months of 1858, 3,748

Age, etc.—The number of pupils under six years of age, enrolled as members during 1859, was 1,472

The number over fifteen, in the Grammar

Schools, was 891

The whole number of pupils of German

parentage, enrolled during 1859, was 3,462

The number of colored children was 207

NATIVITY OF THE PUPILS.

The following schedule shows the *birth place* of all the pupils registered in the Public Schools during the year 1859 :

Chicago.....	3,906	Texas.....	5
Illinois, out of Chicago.....	758	California.....	4
New York.....	2,504	Minnesota.....	2
Massachusetts.....	472	Kansas.....	1
Ohio.....	381	North Carolina.....	1
Pennsylvania.....	301		
Michigan.....	267	Germany.....	1,590
Wisconsin.....	246	England.....	853
Connecticut.....	160	Ireland.....	731
New Jersey.....	100	Canada.....	425
Missouri.....	91	Scotland.....	193
Kentucky.....	84	Sweden.....	157
Vermont.....	84	Norway.....	128
Maine.....	83	France.....	69
Indiana.....	80	Holland.....	21
New Hampshire.....	56	Wales.....	20
Maryland.....	53	Prussia.....	13
Virginia.....	39	Switzerland.....	11
Rhode Island.....	38	Italy.....	10
Iowa.....	25	Bohemia.....	10
Louisiana.....	21	Nova Scotia.....	8
Mississippi.....	21	Newfoundland.....	8
Delaware.....	16	Belgium.....	4
Dist. of Columbia.....	11	Denmark.....	4
Tennessee.....	10	New Brunswick.....	3
South Carolina.....	9	West Indies.....	3
Alabama.....	8	Russia.....	3
Georgia.....	7	Brazil.....	2

Atlantic Ocean.....	2	South Africa.....	1
India	1	Poland	1
Austria	1	Iceland.....	1
Australia.....	1	Unknown.....	79
China	1		

SCHOOL STATISTICS.

It is gratifying to observe that many cities are devoting special attention to the subject of School Statistics. The greatest difficulty heretofore, has not been in lack of labor and pains-taking in this department, but a lack of method in selecting the most important elements, and presenting them in a condensed and systematic form. Copious tables of useless figures, and minute details of unimportant matters, have too often been spread out on the pages of School Reports.

The practice of exchanging reports, which has now become general, is doing much to correct existing evils, and to secure uniformity in different cities. It is to be regretted that several of the older and larger cities, still neglect to introduce one or two items that are essential to completeness in a School Report, and without which it is impossible to institute a reliable comparison between the standards of attendance in different cities. The last report of the largest city in the Union, though extended to over three hundred pages, nowhere tells us the average number of pupils belonging to the schools; and the last report of the metropolis of New England, omits to mention the whole number enrolled during the year. One of the best models that have fallen under my observation during the last year, is the Report of the Public Schools of St. Louis.

PRIVATE SCHOOLS.

From a careful census of the private schools of the city, it appears that the number of pupils belonging to them in February, 1860, was 4,294

In February, 1859, the number was 4,675

“ 1858, “ “ 4,500

“ 1857, “ “ 3,890

In 1856, the number attending the private schools of the city was greater than the number attending the public schools.

The number of teachers connected with the private schools in February, 1859, was 119

In February, 1860, the number was 116

INDUSTRIAL AND EVENING SCHOOLS.

Notwithstanding the success that has attended our public school system, and the cordial support which it has uniformly received from all classes in the community, it must be confessed that as a system designed to furnish free instruction to all classes, it still lacks completeness in its scope.

The *Industrial Schools* which are now so well conducted in different parts of the city, bring under the influence of moral and intellectual training a class of children that the public schools, in their present organization, fail to reach; and it is doubtful whether any expansion of the public school system could be made to accomplish this work so satisfactorily as the benevolent and philanthropic associations that now have it in charge.

The establishment of *Evening Schools* is attended with many disadvantages, particularly the difficulty of securing regular and punctual attendance. They are, however, found to be the only schools that meet the wants of a very large class of adults and youth, whose engagements and circumstances during the day are such as to deprive them of the advantages of the public day schools.

Nearly all the larger cities make provision for the support of evening schools, as a part of the public school system. This has not been done in Chicago, for the simple reason that the resources of the Board of Education are not sufficient to meet the most urgent necessities of the day schools.

While we are thus situated, it is gratifying to know that this class of persons are not entirely forgotten. Several evening schools have already been established and sustained by those whose only reward is the satisfaction of "doing good." *

* "There is a large class of boys in our city who grow up in darkness and ignorance. From an early period, they idle away their time in the streets, or are employed in some business or work that keeps them occupied during the hours that the day schools are in session. But too frequently, to these boys, home affords no attraction during the long winter evenings. Nothing agreeable, nothing cheerful, welcomes them there. Low amusements, the haunts of vice, and everything that tends to engraft vice upon ignorance, meets them at each corner. Thousands of these boys attend the evening schools, and the amount of good that is done is a matter well worthy of consideration. How many are saved from crime and misery, by having these places of refuge and instruction open to greet them, during the five months in which they are provided!

"Among those who throng the evening schools for females, are many young girls who are employed, during the hours of the day, in the work-shops and manufactories of the city, or at service. It is no unusual sight to see girls who have passed the day bending over the needle, hasten as soon as the hours of labor cease, to the school-room, without even waiting to take their food at

VACCINATION.

I believe Chicago is the only city of any importance that does not require all children to present evidence of having been vaccinated, as a condition of admission to the public schools. As the danger from this omission is constantly increasing, especially in the organization of schools numbering over a thousand children, I would recommend that measures be taken, without further delay, to ensure the vaccination of all the children attending schools under the care of the Board.

MOSELEY FUND.

In 1856, a fund of \$1,000 was established by FLAVEL MOSELEY, Esq., the interest of which is expended in purchasing text-books for indigent children attending the public schools.

The income of this fund was at first sufficient to meet the wants of all who were entitled to the benefit of it; but the number of indigent children attending the schools has increased to such an extent, that we are not now able to furnish books for more than one-fifth of the destitute children that apply for them. The consequence is, that many children of this class absent themselves entirely from the schools, while

home, fearing they may lose this invaluable opportunity, or that they may be surpassed by those of their classes, with whom they are engaged in a worthy competition. When we call to mind the dangers that surround them, how much they are exposed to temptation, and the snares of the insidious, how feeble is unaided and unprotected ignorance to cope with the crafty and the vicious, we may be happy that the public affords this safeguard."—*Report of the New York Board of Education.*

others attend without the necessary books, making very little progress themselves, and greatly retarding the progress of the classes to which they belong.

Chicago is the only city, within my knowledge, that fails to furnish all the indigent children of the schools with such books as they require. I have before expressed the opinion, that the duty of a community to furnish free instruction to all the children that apply for it, includes also an obligation to provide text-books for those who are unable to procure them. If this view is correct, I would once more respectfully recommend that immediate provision be made for this large class of children attending our public schools, who are now virtually deprived of the benefits of school instruction.

FOSTER MEDALS.

In 1857, Dr. JOHN H. FOSTER established a fund of \$1,000, the avails of which are expended in procuring medals and other rewards of merit, for the most deserving pupils attending the Grammar Schools of the city.

JONES FUND.

In 1858, WILLIAM JONES, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of the Jones School, in procuring text-books for indigent children, books of reference, maps, globes, etc. This is now the only Grammar School in the city that has an adequate supply of apparatus and reference books, and in which all the indigent children are provided with text-books.

All the other schools are suffering for lack of just such friends and benefactors ; and we have among us those who earnestly desire to advance the best interests of education, and who are alike blessed with large hearts and ample means. With these conditions united, it seems to me, that by all the ordinary laws of ratiocination, we may rest assured that an example so worthy of imitation will not long be suffered to stand alone.

SCHOOL FUND.

The amount of real estate now belonging to the School Fund, within the limits of the city, is estimated at.....	\$900,000
Amount of real estate outside of the city.....	25,000
Money loaned, principal.....	52,000
Whole amount of School Fund.....	<u>\$977,000</u>

A considerable portion of the real estate belonging to this fund is not now available, and much of it is leased on very low rents.

The income of the School Fund, for the year ending February 1, 1860, including also the dividend from the State Fund, was as follows :

Interest on loans.....	\$5,479 84
Rents	7,828 78
State Dividend	<u>19,941 36</u>
Amount.....	<u>\$33,249 97</u>

The sum required to pay the salaries of the Teachers and Superintendent, is mostly furnished by the avails of the School Fund, which cannot be applied to any other purpose. During the last year, the aid required from the School Tax Fund in meeting these salaries was \$14,400.

EXPENDITURES FOR THE SUPPORT OF SCHOOLS.

The expense of supporting the public schools, during the year ending February 1, 1860, may be reduced to four general heads :

1. Salaries of Teachers and Superintendent.....	\$49,612 43
2. Salary of School Agent.....	400 00
3. Labor and Supplies; including fuel, repairs, care of buildings, office expenses, printing, etc.....	14,203 66
4. Rent of school buildings, furniture and lots belonging to the city, estimated.....	19,095 76
Other Rents.....	522 34
Amount.....	<u>\$83,834 19</u>

In estimating the rent of the school estates belonging to the city, each lot was taken separately, and set down at such a sum as it would bring if leased for other purposes, and the amount of these estimates was added to six per cent. on the present valuation of the buildings and furniture.

Expense per Scholar in all the Schools.—The whole cost of instruction the last year was \$83,834. This amount, divided by 6,649, the average number of pupils belonging to all the schools, including the High School, shows the expense per scholar to have been \$12 61.

High School.—The expense of sustaining the High School during the last year, was \$11,364. This amount, divided by 248, the average number of pupils belonging to the school, shows the cost per pupil to have been \$45 82. The cost per scholar, omitting the item of rent, was about \$35 28.

Grammar and Primary Schools.—The whole cost of sustaining the Grammar and Primary Schools the last year, including rent of buildings, was \$72,470. This sum, divided by 6,401, the average number belonging to the schools, shows the expense per scholar to have been \$11 32.

Respectfully submitted,

W. H. WELLS,

Superintendent of Public Schools.

CHICAGO, March 3, 1860.

REPORT

OF THE

PRINCIPAL OF THE CHICAGO HIGH SCHOOL.

CHICAGO HIGH SCHOOL,
March 2, 1860.

To the Board of Education of the City of Chicago:

GENTLEMEN: The present number of pupils in the High School is 286. Of these, 139 are in the Classical department, 112 in the English, and 35 in the Normal. The building is capable of accommodating 360 pupils. The number of pupils at the close of the year 1858, was 245. During the past year 122 have been admitted. The following table shows the result of the examination of candidates for admission to the High School, in July, when the per centage required for admission was 70:

SCHOOLS.	Number Examined.	Number Admitted.	Number Rejected.	Average Scholarship of Whole No. Examined.	Average Age of those Admitted.		Average Time in Public Schools of those Admitted.	
					Years.	Months.	Years.	Months.
Brown.....	14	4	10	68	15	2	2	2
Dearborn,....	18	9	9	69	16	3	4	3
Foster.....	14	11	3	72	14	10	3	3
Franklin.....	1	0	1	59	.....	.....	.....	.....
Jones.....	27	14	13	70	15	4	2	0
Kinzie.....	12	1	11	60	15	9	1	2
Moseley.....	35	20	15	70	15	11	2	1
Newberry....	7	2	5	52	16	2	3	0
Ogden.....	20	15	5	72	15	0	2	6
Scammon....	37	10	27	62	15	6	1	2
Skinner.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington..	17	2	15	62	14	10	1	6
No. 12.....	4	0	4	56	.....	.....	.....	.....
Other Schools.	.....	.....	.....	.....	.....	.....	.....	.....
TOTAL.....	206	88	118	64	15	5	2	3

The following table exhibits the results of the examination in December. The per centage required for admission was 77:

SCHOOLS.	Number Examined.	Number Admitted.	Number Rejected.	Average Scholarship of whole No. examined.	Average Age of those Admitted.		Average time in Public Schools of those admitted.	
					Years.	Months.	Years.	Months.
Brown	6	3	3	74.1	15	9	1	9
Dearborn	6	2	4	74.8	14	7	3	6
Foster	10	4	6	73.2	14	3	3	7
Franklin	1	1	0	77.6	15	8	2	2
Jones	21	8	13	75.	15	4	1	8
Kinzie	4	0	4	67.	..	..	..	..
Moseley	13	2	11	69.4	14	2	2	7
Newberry	8	0	8	58.7	0	0	0	0
Ogden	8	6	2	77.1	15	3	2	0
Scammon	18	5	13	71.7	14	5	2	3
Skinner .....	..	..	..	....	..	..	..	..
Washington ..	9	3	6	73.9	14	3	2	11
No. 12 .....	..	..	..	....	..	..	..	..
Other Schools.	3	0	3	67.2	..	..	..	..
TOTAL	107	34	73	71.6	15	0	2	4

The following is a synopsis of the results of all the examinations for admission to the High School, since its organization in October, 1856 :

SCHOOLS.	1856-7-8.			1859.			TOTAL.		
	Examined.	Admitted.	Rejected.	Examined.	Admitted.	Rejected.	Examined.	Admitted.	Rejected.
Brown	23	8	15	20	7	13	43	15	28
Dearborn	132	72	60	24	11	13	156	87	73
Foster	14	7	7	24	15	9	38	22	16
Franklin	13	4	9	2	1	1	15	5	10
Jones	98	43	55	48	22	26	146	65	81
Kinzie	86	26	60	16	1	15	102	27	75
Moseley	27	17	10	48	22	26	75	39	36
Newberry .....	..	..	..	15	2	13	15	2	13
Ogden	32	14	18	28	21	7	60	35	25
Scammon	232	115	117	55	15	40	287	130	157
Skinner .....	..	..	..	..	..	..	..	..	..
Washington	44	14	30	26	5	21	70	19	51
No. 12 .....	..	..	..	4	0	4	4	0	4
Other Schools	97	47	50	3	0	3	100	47	53
TOTAL	798	367	431	313	122	191	1111	498	622

The admission of large classes, twice in each year, has interfered somewhat with the system and classification of the school. The rule recently adopted, providing for but a single examination in each year, will secure greater simplicity and uniformity in the organization of classes than could heretofore be established.

During the year, 24 pupils graduated honorably, after completing the prescribed course of study. The following are the names of the graduates from the Classical Department:

D. EMERY BRADLEY,
HENRY F. CHESBROUGH,

A. HENRY VAN ZWOLL,
FANNY WURTS.

The following graduated from the English Department:

WILLIAM H. ADAMS,
ELLA C. BRADLEY,
ALBERT DICKINSON,
SARAH J. FLEMING,
DAVID L. GREENBAUM,
MARY L. HERBERT,
MARION HEALD,
ELLEN A. HUBBARD,

E. CLARENCE HUBBARD,
JOHN MOORE,
ROBERT PEACOCK,
EDWARD F. PRICE,
JOHN R. SCUPHAM,
GEORGE THROOP,
WILLIAM THROOP.

The following graduated from the Normal Department:

CAROLINE CADWELL,
MARY J. CRESWELL,
ALICE J. JENNINGS,

EMILY A. NARAMORE,
SARAH A. WHITEHEAD.

Seven pupils graduated from the Normal Department during the year 1858.

A Diploma, prepared under the direction of your Board, was presented to each graduate, on the occasion of the Third Anniversary Exercises of the school, in July. The following is the form of the Diploma:

CHICAGO HIGH SCHOOL.

THIS CERTIFIES, that —— has been a member of the —— Department of this Institution for —— years, and has honorably completed the course of study prescribed for that Department by the Board of Education.

Given at Chicago, in the State of Illinois, this —— day of ——, in the year of our Lord One Thousand Eight Hundred and ——.

By order of the Board of Education.

——, *Principal,*

——, *President,*

——, *Secretary.*

Of the 12 graduates of the Normal Department, 10 are teaching with success in the Public Schools of the city.

Hitherto, a large number from each class have left before completing the course of study. Various causes will, undoubtedly, produce the same result in the future. The history of High Schools in other cities exhibits a similar experience.

It is to be regretted that all who are entitled to the privileges of the school cannot, or do not, fully avail themselves of the opportunities afforded them; yet, to those who cannot complete the course, the discipline and instruction of one or two years has great value. As a higher appreciation of the advantages of a thorough and comprehensive education for business, as well as professional men, shall be introduced into our community, no doubt a larger percentage of those admitted will complete the full course. Still, the attractions of business, removal from the city, ill health, etc., will always prevent a considerable number of those who enter the school, from remaining to complete its full course of study.

During the year 1859, 53 left the school before completing the course, for the following reasons:

To engage in business in the city.....	16
“ “ teaching.....	4
On account of removal from the city.....	10
“ “ the sickness or death of parents....	8
“ “ sickness.....	5
“ “ poor scholarship.....	8
To be married.....	1
Died.....	1
Total.....	53

The attendance during the year was highly satisfactory. The average number of pupils belonging to the school was 248; the average daily attendance, 241; the per centage of attendance, 97.1. It is believed that no school of a similar character in our large cities has a higher per centage of attendance than this.

Ninety-six pupils were not absent a single half day during the year. Punctual attendance is, also, almost universal. 201 were not tardy during the year. The following table shows the gain in punctual attendance from year to year:

Year.	Average number of pupils.	Whole number of cases of Tardiness.	Average number of cases of tardiness per month.
1857	146	425	42
1858	156	102	10
1859	241	90	7

In the early part of the year, by the liberality of various citizens, and by the receipts derived from a public concert, given by the pupils of the High School, under the direction of Mr. Tillinghast, their instructor in music, the school was enabled to purchase one of Steinway's Square Pianos, valued at \$350.

No addition was made to the Apparatus, or the Library during the past year. While the present Apparatus is nearly adequate in the departments of Natural Philosophy, Astronomy and Chemistry, various maps and charts, to facilitate instruction in Physiology, Geology and History, are very greatly needed. The school is yet unprovided with a single map or chart to illustrate either of these branches.

It is manifestly quite impossible to furnish adequate instruction without them.

PHYSICAL EDUCATION.

During the year, the boys of the school erected, at their own expense, a gymnasium, at the cost of upwards of \$100. Very beneficial results were soon apparent, in the increased health and vigor of the boys, and in their appreciation of the utility of regular and appropriate exercise. The gymnasium was, of necessity, erected in the open air, and cannot be used except during the warm months. No facilities for physical exercise for girls yet exist.

Our public schools provide, with commendable efficiency, for the development of intellect, and with considerable and increasing success for a suitable cultivation of the moral nature, but physical education is almost entirely neglected, and is left to accident, and to occasional theoretical instruction in Hygiene. There seems no inherent propriety in developing the moral and intellectual in children, and neglecting the cultivation of the physical, unless upon the assumption that the latter may safely be left to the care of parents, and is likely to be provided for without

special attention. Experience shows that such an assumption is fallacious. The nervous, debilitated constitutions of our citizens are becoming national characteristics. No one can enter our public school-rooms without being painfully impressed by the sight of the bent forms and the feeble and prematurely aged appearance of the children. These results are often attributed to excessive study, and may occasionally result, indirectly, from that cause. In the High School all reasonable precautions have been employed to guard against such results. But the feeble constitutions and the frequent sickness of school-children are not local misfortunes, but are topics for comment and regret in all the cities of the country. It seems to me that the evil can be removed only by establishing in our schools suitable instruction and opportunity for the development of the physical nature of the children.

If cheap frame buildings were erected in the yards belonging to the High School, the requisite apparatus would cheerfully be furnished by the parents of pupils, and the necessary instruction could be given without additional expense.

COURSE OF STUDY.

A re-organization of the course of study for the English and Classical Departments has for some time seemed desirable. No substitute for the present course has yet been presented, from the fact that those whose concurrence was necessary, were not unanimous in respect to the nature of the modifications needed.

From a careful examination of the course of study

adopted in the High Schools of other cities, and from the conclusions which my experience in our High School has suggested, I am led to believe that the objects for which the High School was organized, would be promoted by the adoption of the following modifications :

1. An extension of the time required to complete the course of study in the English and Classical Departments, from three to four years.

At present, some branches which cannot be omitted in such a school, are, from want of time, superficially considered, and the teacher, through a desire to induce thorough and complete investigation, is constantly liable to impose too severe labor. I infer that this change would correspond to the wishes of the community, since the proportion of the pupils who prefer the four years course is continually increasing.

2. A very considerable diminution of the amount of time now devoted to the study of the French and German languages.

It is very difficult, if not totally impossible to procure teachers for these branches, whose knowledge of them and of the English language is such as to enable them to make the study of these branches useful as a drill exercise and as a means of mental discipline.

I believe that the teachers of modern languages in the High School, are as efficient as can be procured ; yet, after the most careful observation, I am led to believe that the study of these branches, hitherto, has been unaccompanied by the acquisition of any important mental discipline, on the part of the pupils.

If this be true, the only advantage gained by their study, is a practical knowledge of the written or spoken language.

Yet, not one pupil in fifty acquires, in school, the ability to converse intelligibly in the language, and very few learn to read it with any facility, and yet nearly one-third of the whole time is devoted to it.

3. The adoption of a brief course of study in the Latin language, as a drill exercise for the whole school.

I am aware of the objections frequently urged against the study of the classics in our Public Schools, on the assumption that a knowledge of them is of no practical value. It seems to me, however, a grand mistake to suppose that the primary or most important object of a High School is to furnish to youth such a collection of facts as shall be directly useful in the business of life. Such professional knowledge should be mainly sought in the schools created for these specific purposes. An acquaintance with such elementary branches of an English education as are taught in the Grammar Schools, and of the elements of various other studies, may be regarded as indispensable to all. But the acquisition of these consumes but a small part of the pupil's time in the High School. The larger part of the studies pursued in any High School, will not be of direct practical use in life. The main object is to gain such mental discipline and acumen, such power of analysis and synthesis, as shall be serviceable in all the relations of life, and in whatever employment the individual may engage. To make this subordinate to the acquisition of what is properly termed practical knowledge, is to

attempt to erect a structure with no substantial foundation. I know of nothing, which, as a means of mental discipline, is in all respects equal to the critical study of the Latin language.

4. An increase of the amount of time devoted to the natural sciences. This would render it possible to make the study of this part of the course much more comprehensive and valuable.

The appropriate limits of this report have enabled me merely to suggest, briefly, a few observations in favor of these modifications.

Very respectfully,

CHARLES A. DUPEE,

Principal.

BOARD OF EDUCATION.

OFFICE 119 SOUTH CLARK, Up Stairs.

-
- LUTHER HAVEN, PRESIDENT,
No. 92 Lake, h 18 Harrison Street.
- FLAVEL MOSELEY,
Tremont House.
- JOHN H. FOSTER,
No. 216 East Madison Street.
- GEORGE M. HIGGINSON,
No. 1 Loomis Building, h 402 Erie Street.
- PHILO CARPENTER,
No. 292 West Randolph Street.
- WILLIAM A. PORTER,
No. 8 South Clark, h 46 Van Buren Street.
- SAMUEL S. HAYES,
Washington Street, opposite Union Park.
- LEVI B. TAFT,
No. 41 South Clark, h 334 West Monroe St.
- JAMES WARD,
No. 254 West Randolph Street.
- PERKINS BASS,
No. 47 South Clark, h 24 Edina Place.
- JOHN C. DORE,
No. 394 South Wells, h 371 Michigan Avenue.
- SAMUEL HOARD,
No. 117 East Lake, h 286 West Van Buren St.
- WALTER L. NEWBERRY,
No. 111 Kinzie, h 93 Rush Street.
- JAMES W. SHEAHAN,
No. 112 South Dearborn, h 387 Wabash Ave.
- AUSTIN D. STURTEVANT,
No. 32 W. Randolph, h 48 South Jefferson St.
-

SUPERINTENDENT OF PUBLIC SCHOOLS.

W. H. WELLS,

Office, 119 South Clark Street, up stairs.

SCHOOLS AND TEACHERS.

CHICAGO HIGH SCHOOL,

*Monroe Street, between Halsted and Des
Plaines.*

Charles A. Dupee, *Principal*,
George Howland,
Edward C. Delano,
J. O. Hudnutt,
Bradford Y. Averell,
George C. Clark,
Alex. Coignard, two hours a day,
Oscar Faulhaber, " " "
S. Grace Thompson,
Annie Z. Lewis.

DEARBORN SCHOOL,

*Madison Street, between State and Dear-
born.*

George D. Broomell, *Principal*,
Anna E. Whittier,
Alice L. Barnard,
Fannie Nicol, *Principal Primary De-
partment*,
M. Amanda Ramsdell,
S. Helen Newcomb,
Martha Myers.

JONES SCHOOL,

Corner of Clark and Harrison Streets.

Willard Woodard, *Principal*,
Emily A. Naramore,
Lavinia C. Perkins,
Sophia A. Dow, *Principal Primary
Department*,
Olive Backus,
Ellen M. Wadsworth,
Lucy A. Williams,
Alice M. Daniels.

BRANCH OF JONES SCHOOL,

*Corner of Wabash Avenue and Twelfth
Street.*

Jennie A. Porter,
Laura A. Kellogg.

SCAMMON SCHOOL,

*Madison Street, between Halsted and
Union.*

Daniel S. Wentworth, *Principal*,
M. Louise Wilson,
Mary L. Reed,
Helen C. Litchfield, *Principal Pri-
mary Department*,
Eliza L. Forbes,
Martha P. Fennimore.

KINZIE SCHOOL,

Corner of Ohio and La Salle Streets.

Benjamin D. Slocum, *Principal*,
Elsie H. Gould,
Elizabeth H. Tanner,
Kate M. Sullivan, *Principal Primary
Department*,
Emily L. Robinson,
Lizzie M. Rickcords,
Kate Lonergan.

FRANKLIN SCHOOL,

Corner of Division and Sedgewick Sts.

Albert G. Lane, *Principal*,
Marion B. Sinclair,
Emma Dickerman,
Naomi Dougall, *Principal Primary
Department*,
Sarah A. Whitehead,
Martha J. Larson.

WASHINGTON SCHOOL,

Corner of Owen and Sangamon Streets.

Benjamin R. Cutter, *Principal*,
 Fannie H. Smith,
 Annie Kennicott,
 Amanda L. Duncan, *Principal*
mary Department,
 Helen A. Butler,
 Nellie D. Kendall,

BRANCH OF WASHINGTON
SCHOOL,

Harriet E. Harmon.

MOSELEY SCHOOL,

Corner of Michigan Avenue and Monterey Streets.

Francis A. Benham, *Principal*,
 Harriet Barnes,
 Sarah K. Foster,
 Susan W. Howe,
 Mary E. Reed,
 Catharine C. Fox, *Principal Primary*
Department,
 Charlotte C. Henry,
 Rachel A. Coale,
 Hannah Dickinson,
 Hattie A. Haff.

BROWN SCHOOL,

Corner of Warren and Page Streets.

Samuel H. White, *Principal*,
 Harriet M. Wentworth,
 Sophia L. Dean,
 Allie Loveless, *Principal Primary*
Department,
 Kate K. Raworth,
 M. Frances Wentworth,
 Mary D. Moulton.

FOSTER SCHOOL,

Union Street, near Twelfth.

George W. Spofford, *Principal*,
 Emeline S. Haley, *Head Assistant*,
 Susan E. Ransom,

Jennie E. McLaren,
 Ann E. Alden,
 Sarah E. Bliss,
 Belinda N. Jones,
 Ann E. Winchell,
 Sarah E. Catlin,
 Emma V. Taylor,
 Fanny M. Trimmingham,
 Sarah M. Barnes,
 Alice J. Jennings,
 Julia A. Nelson,

OGDEN SCHOOL,

Chestnut Street, between Dearborn and Wolcott.

George W. Dow, *Principal*,
 Miriam S. Sherman,
 Juliet B. Smith,
 Harriet M. Messer,
 Hannah Cooke, *Principal Primary*
Department,
 Anna M. Duffy,
 M. Frances Smith,
 Sarah E. Austin,
 Anna E. Richards,
 D. Ellen Kettlestrings.

NEWBERBY SCHOOL,

Corner of Orchard and Willow Streets.

Curtis C. Meserve, *Principal*,
 Emma Hooke,
 Eva Lewis,
 Ellen J. Stevens, *Principal Primary*
Department,
 Ellen V. Lamb,
 Aurelia S. Russell,
 Eliza C. Boyce,
 C. E. Young.

SCHOOL NO. 12,

Corner of Reuben and Cornelia Streets.

Eugene L. Aiken, *Principal*,
 Maggie A. Eames, *Principal Primary*
Department,
 Mary J. Creswell.

SKINNER SCHOOL,

Corner of Jackson and Aberdeen Streets.

A. N. Merriman, *Principal*,
 Sophia J. Marshall, *Head Assistant*,
 Helen Culver,
 Harriet H. Nichols,
 Gertrude Van Patten,
 Helen P. Young,
 Lizzie M. Snow,
 Ellen B. Chapin,
 Annie L. Woodford,
 Sarah J. Merriman,

Julia R. Graves,
 Sarah J. Fleming,
 Matilda Fairman,
 Susan A. Swift,
 Lizzie M. Kennedy,
 Harriet N. De Riemer,
 Amelia A. Bowker,
 Annie E. Trimmingham,
 Sarah G. Downs.

TEACHER OF MUSIC.

William Tillinghast.

SUMMARY OF TEACHERS' SALARIES.

HIGH SCHOOL

One Principal, (male, )	.....	\$1,800 per annum.
One Assistant, " "	.....	1,100 "
Three " " "	.....	1,000 "
One " " "	.....	800 "
Two " " (two hours a day, )	.....	400 "
One " (female, )	.....	500 "
One " " "	.....	400 "

GRAMMAR SCHOOLS.

Three Principals, (male, )	.....	\$1,200 per annum.
Eight " " "	.....	1,000 "
One " " "	.....	800 "
One " " "	.....	600 "
Two Head Assistants, (female, )	.....	400 "
Twelve Assistants " "	.....	400 "
Seven " " "	.....	375 "
Seven " " "	.....	350 "
Five " " "	.....	300 "
Three " " "	.....	250 "

PRIMARY SCHOOLS.

Four Principals, (female, )	.....	\$500 per annum.
Two " " "	.....	450 "
Four " " "	.....	400 "
One " " "	.....	350 "
Two Assistants, " "	.....	400 "
One " " "	.....	375 "
Fourteen Assistants " "	.....	350 "
Twenty-three " " "	.....	300 "
Fourteen " " "	.....	250 "
One Music Teacher	.....	\$1,000 per annum.

RULES OF THE
BOARD OF EDUCATION,
OF THE
CITY OF CHICAGO;

ADOPTED APRIL 25, 1860.

ORIGINAL ARTICLES

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BOARD OF EDUCATION.

The following special provisions respecting the organization of the Board of Education, are contained in the City Charter, approved Feb. 14, 1857 :

The Common Council of said city shall, before the first Tuesday of May after the passage of this act, appoint fifteen School Inspectors, who shall be denominated and styled the Board of Education of said city. The said Board shall be divided into three classes of five members each ; those of the first class shall vacate their seats at the expiration of the first year ; those of the second class at the expiration of the second, and those of the third class at the expiration of the third year ; so that five new members shall be appointed in every year to succeed those whose terms of office will expire.

After the first annual election of said Board of Inspectors, the Board of Aldermen shall, annually thereafter, on or before the first Tuesday of May in every year, appoint five Inspectors of said Board of Education, who shall hold their offices for three years, and until their successors are elected and qualified, and shall enter upon the discharge of their duties on the said first Tuesday of May in each year.

The following extracts are copied from the Ordinances of the City in relation to Schools :

There shall be established in this city at least one common school in each school district now or hereafter to be created, and free instruction shall be given in said schools to all the children residing within the limits of the city who are over the age of five years, and who may be sent to, or attend such school.

It shall be the duty of the inspectors to establish all such by-laws, rules and regulations, for their own government, and for the establishment and maintenance of a proper and uniform system of discipline in the several schools, as may, in their opinion, be necessary.

There shall be a department in the High School expressly for the qualification of female teachers, which shall be styled the "Normal" or "Teachers' Department." Graduates of this department shall have preference, other things being equal, in the appointment of teachers for the Primary and Grammar Schools.

The Board of Education shall have power to make such rules, in regard to the admission of pupils into the High School, as, in their judgment, shall be deemed wise and expedient.

The Board of Education shall have power to make such rules, in relation to the boundaries of the Districts from which pupils shall be received into the several Public Schools, as, in their judgment, shall be deemed wise and expedient.

No money shall be charged to the School Tax Fund for improvements or repairs to the school premises, nor for any supplies of any kind, unless the same shall have been submitted to the Board of Education, and the bills approved by them.

When new School Buildings are ordered by the Common Council, it shall be the duty of the Board of Education to designate the proper location for the same; they shall also designate the kind of buildings to be erected, and procure the necessary plans and estimates for the same, to be submitted to the Common Council for approval.

RULES OF THE BOARD OF EDUCATION.

§ 1. The members of the Board of Education shall meet and organize each year, on the first Tuesday of May.

§ 2. At the first meeting after the organization of the Board, in each year, the President shall appoint, subject to the approval of the Board, the following standing committees, viz:

1. A Committee on School Buildings and Grounds, consisting of three members.

2. A Committee on Text Books and Course of Instruction, consisting of three members.

3. A Committee on Apparatus and Furniture, consisting of three members.

4. A Committee on Examination of Teachers, consisting of three members and the Superintendent.

5. A Committee on the Appointment of Teachers, consisting of the President of the Board, the Chairman of the Committee on the Examination of Teachers, and one other member.

6. A Committee on Janitors and Supplies, consisting of the Chairman of the Committee on Buildings and Grounds, the Chairman of the Auditing Committee, and one other member.

7. A Committee on Medals and Rewards, consisting of three members.

8. An Auditing Committee, consisting of three members.

9. A Committee on the High School, consisting of three members.

10. A Committee of one for each of the other schools.

§ 3. The Board shall hold its regular meetings on the last Saturday of each month, at 2 o'clock P. M., unless otherwise ordered by the Board. Special meetings may be called at any time, by the President, or at the written request of any three members, left with the Secretary.

§ 4. A majority of the Board shall be requisite to constitute a quorum for the transaction of business.

POWERS AND DUTIES OF THE PRESIDENT.

§ 1. The President shall take the chair at the time appointed for the meeting of the Board, and shall call the members to order; and, on the appearance of a quorum, he shall cause the minutes of the last meeting of the Board to be read, and shall proceed to business in the following order:

1st. Reports of Committees, to be called in order, except Committees on the Grammar and Primary Schools.

2d. Petitions and Communications.

3d. Reports and suggestions from the Superintendent.

4th. Miscellaneous and unfinished business.

5th. Reports from the Committees on the Grammar and Primary Schools.

§ 2. The President shall preserve order and decorum in the meetings, and shall decide all questions of order, subject to appeal to the Board.

§ 3. The President shall rise to address the Board, but may put a question or read sitting. He shall declare all votes, but in case of doubt shall, on request of any member, require members to rise, and stand until they are counted, and he shall then declare the result. The vote on any question may be taken by *yeas* and *nays*, when any member shall call for them.

§ 4. When the President wishes to address the Board at length, on any subject or question pending before it, he shall request some member to take the chair temporarily, but he may state facts, and give his opinion on questions of order, without leaving the chair.

§ 5. A motion to adjourn shall always be in order, except when a member has the floor, and when a question has been put and not decided.

RIGHTS AND DUTIES OF MEMBERS.

§ 1. When any member is about to speak in debate, or to present any matter to the Board, he shall rise in his place, and respectfully address the President, and shall confine himself to the question under debate, and avoid personalities.

§ 2. No member while speaking, shall be interrupted by another, except to call to order, or to correct a mistake.

§ 3. No member shall speak more than five minutes at any one time, on any motion or order under discussion, nor more than twice to the same question, without leave first obtained of the Board, nor more than once until all other members choosing to speak, shall have spoken.

§ 4. All resolutions offered by members of the Board, shall be submitted in writing.

§ 5. Every member who shall be present when a question is put, shall give his vote, unless the Board for special reasons excuse him.

DUTIES OF STANDING COMMITTEES.

§ 1. It shall be the duty of the Committee on School Buildings and Grounds, to exercise a general supervision over the warming and ventilation of the several school houses; to recommend any alterations in the school houses, and any improvement in the school grounds that may be found necessary.

§ 2. It shall be the duty of the Committee on Text Books and Course of Instruction, from time to time, to recommend to the Board such improvements in the course of Instruction, and such changes in the books used in the schools, as may be deemed expedient. Whenever a recommendation is made to adopt any new text book in the schools, it shall lie on the table one month, before the final action of the Board thereon.

§ 3. It shall be the duty of the Committee on Apparatus and Furniture, from time to time, to recommend the purchase of such apparatus as may be found necessary, and the purchase, change, or alteration of school furniture, as they may deem expedient.

§ 4. It shall be the duty of the Committee on Examination of Teachers, from time to time, to examine all candidates who may apply for situations in the Public Schools. Candidates shall be examined in the absence of all spectators, except members of the Board of Education and the Superintendent.

§ 5. It shall be the duty of the Committee on the Appointment of Teachers, to make such appointments and transfers of

Female Teachers, as the wants of the Grammar and Primary schools may require.

§ 6. It shall be the duty of the Committee on Medals and Rewards, to see that a sufficient number of medals bearing a proper inscription, and diplomas with the requisite engravings, are procured and in the possession of the Superintendent, at least two weeks before the close of the summer term of the schools.

§ 7. It shall be the duty of the Principal of the High School, with the approval of the Superintendent, to prepare a suitable list of written questions for each examination of pupils for admission to the High School, and some member of the Committee on the High School shall be present during the continuance of the examination. Said Committee shall also perform the same duties that are prescribed for the several committees of the Grammar schools.

§ 8. It shall be the duty of the Auditing Committee to examine all bills charged to the school tax fund, and express their approval or dissent, as the case may require. All bills approved by the Auditing Committee, shall be regarded as approved by the Board.

All orders drawn on the Moseley, Jones and Foster Medal Funds, when approved by the President and Secretary, shall be regarded as approved by the Board.

§ 9. It shall be the duty of the Committee on Janitors and Supplies, to make all necessary arrangements for the care of the school buildings and premises, and to exercise a general supervision of the various supplies of fuel, mats, clocks, crayons, etc.

§ 10. It shall be the duty of the several District Committees to visit the schools under their charge at least once in four weeks, and to make a short report, from time to time, of the condition of said schools. And it shall further be the duty of chairman of the several district committees to be present at the close of the summer terms of said schools, and to award the medals and diplomas to those pupils whose scholarship and general deportment entitle them to the same, which shall be determined by the class books, and by a special examination of the classes.

No medal shall be awarded to a pupil who is not a member of the first class of the master's division, nor to any pupil who has received one before ; and no medal shall be awarded to a pupil who has attended the school at which the medal is received less than two terms of the year immediately preceding.

ELECTION OF TEACHERS AND THEIR SALARIES.

§ 1. The school year, for the purposes contemplated in these rules, shall commence on the first Monday in September, and end on the second Friday in July.

§ 2. The engagements of the Board of Education with all the teachers of the Public Schools, shall terminate at the close of the summer term of each year ; and at the last regular meeting before the close of the summer term, the Board shall elect the teachers and fix their salaries.

§ 3. *Salaries.*—The salaries of the teachers in the Public Schools are established as follows :

To the Assistants in the Primary and Grammar departments, during the first fourteen weeks, at the rate of \$250 per annum.

For the first year afterwards, \$300 per annum.

“ 2d “ “ 350 “

“ 3d “ “ 375 “

“ 4th, and subsequently, 400 “

But no teacher that has left the schools for a period of one or more years, shall be entitled to any advance of salary in consideration of services rendered previous to such absence.

To Head Assistants, at the rate of \$400 per annum the first year, and \$450 after one year.

To the Principals in the Primary departments of the Dearborn, Jones, Seammon, Kinzie, Franklin, and Washington schools, at the rate of \$450 per annum the first year, and \$500 after one year.

To the Principals of the Primary departments in the Moseley, Brown, Ogden, and Newberry schools, \$400 per annum.

To the Principals in the Moseley, Brown, Foster, Ogden, Newberry, and Skinner schools, and others of a similar character, if there shall be any, \$1,000 per annum.

§ 4. The checks for the teachers' bills shall be delivered on Tuesday after the close of each school month. The salary paid shall in all cases be for the time of actual service, each week being taken as a fractional part of the whole number of school weeks in the year, and each year commencing at the opening of the fall term.

Any questions of order arising, not provided for in these rules, shall be decided according to well established parliamentary rules for the government of deliberate bodies.

SUPERINTENDENT AND HIS DUTIES.

§ 1. The Superintendent of Public Schools shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the Public Schools, school houses, books and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours, other than school hours, at a place to be provided for that purpose; which shall be the general depository of the books and papers belonging to the Board of Education, and at which the Board shall hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of Public Schools, to the end that all the children in this city, who are instructed at the Public Schools, may obtain the best education which these schools are able to impart.

§ 2. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to transfer improvements and to remedy defects.

§ 3. He shall have authority to dismiss the Primary Schools in each division of the city, at such times as he may deem advisable, for the purpose of meeting the teachers and conferring with them in respect to the best methods of discipline and instruction. He shall also have authority to call together, at these meetings, such classes of the schools as he may wish to employ in illustrating the principles presented.

§ 4. He shall attend all meetings of the Board of Education, and act as Secretary thereof. He shall keep the Board of Education constantly informed of the condition of the Public Schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education. A general report of the condition of the Public Schools shall be prepared by him at the close of each school year, for publication. He shall, moreover, report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline and management of the Public Schools as he may deem expedient, and the same may be adopted by the Board; and shall also perform such other duties as the Board of Education shall, from time to time, direct, except the employment of teachers.

§ 5. The Superintendent is authorized to grant permits to pupils resident in one district to attend school in another, when there are good reasons for the change.

§ 6. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the Public Schools, and shall report to the Board whenever he shall find any teacher deficient or incompetent in the discharge of his or her duties.

§ 7. The orders of the Board of Education for labor and supplies shall be given by the Superintendent, under the general direction of the President of the Board, and the several Standing Committees — each Committee attending to the supervision of its own department.

GENERAL REGULATIONS OF THE PUBLIC SCHOOLS.

§ 1. *Teachers to Acquaint Themselves with the Regulations.*—All the teachers of the Public Schools are expected to make themselves familiar with the provisions of these regulations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance. A faithful compliance with all the rules relating to teachers, shall be one of the conditions on which the teachers retain their connection with the Public Schools. It shall be the duty of every teacher to have a copy of the regulations at all times in possession at his or her school room.

§ 2. *Teachers to be at School Rooms Early.*—All the teachers of the Public Schools are required to be at their respective school rooms, both morning and afternoon, ten minutes before the time prescribed for commencing school, and the school rooms shall be opened at this time for the reception of pupils.

In cold or stormy weather, the principals shall also make such arrangements that one or more rooms or halls will be open to receive pupils half an hour before school; and in cold weather, these rooms or halls shall be made comfortably warm.

Each school shall have a uniform standard of time, to be regulated by the master; and all the teachers shall conform to this standard in making their record in the time book. The masters of the several schools are expected to give such attention to the time records of all the teachers as may be necessary to secure accuracy and uniformity. Teachers who are not present at their respective school houses ten minutes before the time prescribed for commencing school, shall report themselves as tardy.

§ 3. *Opening and Closing School.*—The Principals shall punctually observe the hours appointed for opening and dismissing the schools; and during school hours the teachers shall faithfully devote themselves to the duties of their office.

§ 4. *Opening Exercises.*—The morning exercises of each department of the several schools shall commence with reading the Scriptures, without note or comment, and that exercise may be followed by repeating the Lord's Prayer, and by appropriate singing. It shall be the duty of every teacher to join in the opening exercises.

§ 5. *Discipline.*—The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when good order can be preserved by milder measures. It is strictly enjoined upon all teachers in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

The masters may require the other teachers to preserve a full and accurate record of all cases of corporal punishment, whenever they deem such a measure adapted to promote the interests of their respective schools.

§ 6. *Suspension of Pupils in Special Cases.*—For violent or pointed opposition to authority, in any particular instance, a master may suspend a pupil from school for the time being, thereupon he shall immediately inform the parent or guardian of the measure, and apply to the Superintendent for advice and direction.

§ 7. *Suspension of Pupils by the Superintendent.*—Whenever the Principal of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school or out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished, and reformation appears to be hopeless, he shall suspend such pupil from school temporarily, and shall report the case to the Board of Education at their next meeting.

§ 8. *Responsibility of Teachers.*—The masters of the several schools shall be held responsible for the general management and discipline of both the Grammar and Primary departments. The Primary Assistants in each school shall follow the directions of the Primary Principal; and all the teachers of the Primary department, and the assistants of the Gram-

mar department, shall be under the general direction of the master. But the Principal of the Primary department, and the assistants of both departments, shall be responsible for the order of their respective classes.

§ 9. *Head Assistants.*—The Head Assistant of a school shall have charge of such classes in the master's division as he may designate; she shall also have charge of the records of the school, under the general supervision of the Principal, and shall discharge such other duties as he may assign.

§ 10. *Management of the High School.*—The general management and discipline of the High School are committed to the hands of the Principal; but each of the assistants shall be responsible, under the direction of the Principal, for the order of his own room.

§ 11. *Teachers' Meeting at High School.*—The teachers of the High School shall meet once a week, at such time as the Principal may appoint, for consultation in regard to the interests of the school.

§ 12. *Order in the Stairways and Halls.*—The Principal of each department of the several schools shall establish special rules for securing good order in the stairways and school yards.

§ 13. *Care of School Premises.*—The masters of the several schools shall prescribe such rules for the use of the yards and out-buildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The masters shall be held responsible for any want of neatness or cleanliness about their school premises.

§ 14. *Recesses.*—The teachers of the Grammar departments of the several schools shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated; and the Principals of the Primary departments shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats till they are again seated. Whenever pupils are detained in the school room at recess, they shall be allowed to pass out after the recess is closed. All pupils in health shall be required to pass out of the school rooms at recess, but shall

never be required to *remain* out when it would occasion an exposure of health.

§ 15. *Ventilation and Temperature.*—It shall be the duty of the teachers to give vigilant attention to the ventilation and temperature of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the school rooms shall be effectually changed at each recess, and at such other times as may be necessary to prevent the breathing of impure air. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them from the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draught of cold air.

During the season for fires, the teachers shall endeavor to keep the temperature of their rooms from 65° to 68° Fahrenheit. If in any case the temperature is found to rise above 70°, it should be reduced immediately by lowering the windows; and in case it is found to be below 60°, measures should be taken immediately to raise it.

§ 16. *General Records and Class Books.*—The Principal and Assistants of each department of the several schools shall keep such general records and class books as may be prescribed by the Board of Education or the Superintendent. All the class books and other record books, when filled up, are to be returned to the office of the Board of Education.

§ 17. *Record Books sent to Office of Board.*—At the close of each school year, in July, all the class books, general records, registers, time books, Moseley account books, and records of visitors, shall be sent by the Principals to the office of the Board of Education; and they shall be returned to the Principals at the opening of the fall term in September.

§ 18. *Blanks for Schools.*—All school registers, class books, monthly reports of pupils, and blanks for monthly returns, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers shall apply whenever such books or forms are needed.

§ 19. *Manner of keeping Registers and Class Books.*—Teachers shall keep their registers and class books neatly and accurately, and in accordance with the prescribed forms.

§ 20. *Monthly Returns*.—The Principals shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Board before twelve o'clock, on the last Saturday of each school month.

§ 21. *Examinations*.—There shall be an annual public examination of all the schools, to be held at such time and conducted in such manner as the Board may direct; and a special examination of any of the schools may be held whenever the Board deem it expedient.

§ 22. *Absence from Examination*.—Any pupil who shall absent himself from any regular examination of the school which he attends, without rendering a satisfactory excuse to the Principal, shall be suspended from the school; and the Principal shall immediately report the case to the parent of the pupil, and also to the Superintendent for his action thereon.

§ 23. *Care of Houses*.—The Principals of the several schools shall, with the appropriation made for such purposes, purchase all articles necessary for sweeping and cleaning their school houses, and employ suitable persons to make the necessary fires, sweep the school rooms, halls and stairs, and dust the school furniture. During one week of the spring vacation, and at such other times as may be necessary to insure cleanliness, the Principals of the several schools shall, from the same appropriation, employ suitable persons to wash the floors, seats, desks, stairs, doors, wainscoting, etc., of their school houses, and remove the dust from the ceiling and walls of the rooms. It shall be the duty of the master of each school to see that said work is properly done.

§ 24. *Sweeping, etc., when to be done*.—All sweeping, dusting, and cleansing school houses shall be done out of school hours.

§ 25. *Schedule of Apparatus, Books, etc.*—It shall be the duty of the Superintendent to preserve, at the office of the Board, a complete list of the books in the school libraries, and of all the apparatus, reference books, clocks, thermometers, chairs, bells, settees, mats, keys, etc., belonging to the several Public Schools; and during the month of December in each year, he shall cause a careful comparison to be made of this

list with the articles belonging to the schools, and report the result to the Board.

§ 26. *Closing School Premises.*—It shall be the duty of the master of each school to cause the doors of the wood-shed, out-houses, gates, and the outside doors of his school house to be locked, and all windows of the same to be shut and fastened every day, after the close of his school.

§ 27. *Care in respect to Fires.*—During the season for keeping fires, it is expected that the masters will give special attention to the practice of economy in the use of fuel, and take every precaution to save the buildings from exposure to fire.

§ 28. *Holidays.*—No teacher shall take any holiday not allowed by the rules of the Board, or leave school in school hours, except in accordance with § 37, or on account of sickness or other unavoidable necessity.

§ 29. *Institutes.*—It shall be the duty of all the teachers of the Public Schools to meet on the second Saturday of each month, at such time and place as the Board may direct, for the purpose of holding an Institute for their own improvement in teaching, under the direction of the Board of Education. The exercises shall commence at 9 A. M., and close at 12, with a recess of 20 minutes. At the close of each term, the Superintendent shall report to the Board all cases of absence, or tardiness, or leaving before the close of the Institute, that have occurred during the term.

§ 30. *Subscriptions and Contributions.*—No teacher shall allow a subscription or contribution of any kind in any Public School.

§ 31. *Prizes.*—The teachers shall not award any medals or others prizes to the pupils under their charge, unless specially authorized by the Board.

§ 32. *Advertisements and Agents.*—No teacher shall read or allow to be read to the pupils of any Public School, any advertisement. Nor shall any agent or other person be permitted to enter any school for the purpose of exhibiting, either to teachers or pupils, any new book, map or article of apparatus, or announce in any manner any public entertainment.

§ 33. *Reading Regulations to Pupils.*—It shall be the duty of the Principals of the schools to read to the pupils of their

respective departments, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

§ 34. *Authorized Books and Studies.*—The books used, and the studies pursued, shall be such, and such only, as may be authorized by the Board ; and the teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

§ 35. *Buildings, how Used.*—The school buildings under the control of the Board of Education shall not be used for any other purpose than the accommodation of the Public Schools, except by special vote of the Board.

§ 36. *Books from the Moseley Fund.*—All the books furnished by the Moseley Fund, for the use of indigent children, shall be returned to the teachers at the close of each term. The masters of the several schools shall render to the Board at the end of each year an account of all books furnished them from the Moseley Fund, for the use of indigent children. They shall record in a book provided for this purpose the name of each pupil to whom a book is loaned, the title of the book, date of delivering, and date of returning ; and this record shall at all times be open to the inspection of the Board. The account rendered to the Board shall embrace the whole number of each kind of books received from the fund during the year, the number of each kind loaned to pupils, the number of each kind returned, and the number of each kind remaining in the hands of the teacher. All books furnished from the Moseley Fund shall be delivered to the masters of the several schools, or to their written order.

§ 37. *Teachers Visiting Schools.*—The teachers may visit any of the Public Schools of the city, for the purpose of observing different modes of instruction and discipline ; but such visits shall not occupy more than one half day in a term, and teachers shall not leave their schools for this purpose till provision, satisfactory to the President of the Board or the Superintendent, has been made for the proper care of the pupils under their immediate charge.

§ 38. *Age and Non-Residents.*—All children living within the limits of the city who are not otherwise disqualified, and

who are upwards of five years of age, shall be entitled to attend the Public Schools of the city ; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school.

§ 39. *Pupils shall have Books.*—No pupil shall be allowed to retain connection with any Public School, unless furnished with the books, slate, and other utensils required to be used in the class to which he belongs.

§ 40. *Cleanliness.*—Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

§ 41. *Pupils shall not Leave School without Permission.*—No pupil shall leave the school room during school hours, or the yard at recess, without permission from a teacher.

§ 42. *Bad Habits and Bad Language.*—The pupils are strictly enjoined to avoid idleness and profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner, both in school and out.

§ 43. *Protection of Desks.*—In all the schools provided with improved furniture, pupils shall have the frames of their slates covered, or in some other way secured against all danger of injuring the school desks.

§ 44. *Penalty for Damages to School Property.*—Any pupil who shall in any way cut or otherwise injure any part of any Public School House, or injure any fences, trees or out-buildings belonging to any of the Public School estates, or shall write any profane or obscene language, or make any obscene pictures or characters on any Public School premises, shall be liable to suspension, expulsion or other punishment, according to the nature of the offense. The master of a school may suspend a pupil temporarily for such offense, and he shall thereon immediately notify the parent or guardian, and apply to the Superintendent for advice and direction.

It shall be the duty of all the teachers to see that no persons are allowed to step on any of the chairs, settees, benches, or

window-casings of the schools, without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

All damage done to school property by any of the pupils, shall be repaired at the expense of the party committing the trespass.

§ 45. *Contagious Diseases*.—No pupil affected with any contagious disease shall be allowed to remain in any of the Public Schools.

§ 46. *Leaving School*.—Whenever a parent wishes to have his child leave school before its close, for the purpose of attending to any music, dancing, writing or drawing lessons, he shall apply to the Superintendent, who may grant such permission, provided it will not interfere with the pupil's regular course of instruction in school.

§ 47. *Tardiness*.—The bell of each school shall be rung a short time before the hour for commencing school; and every pupil who is not in the school room when the hour arrives, shall be marked as tardy. Tardiness shall be considered a violation of the school regulations, and shall subject delinquents to such penalty as the nature of the case may require.

If any pupil who is frequently tardy, or frequently dismissed before the close of school, shall, on being suitably admonished, fail to correct the evil, it shall be the duty of the teacher to report the case to the Superintendent, who may, at his discretion, suspend the pupil from school till he receives satisfactory assurance from the parent or guardian that the irregularity will be corrected.

§ 48. *Absence*.—Every scholar in the Grammar Schools who shall be absent six half days in four consecutive weeks, and every scholar in the Primary Schools who shall be absent eight half days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness or by sickness in the family, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent, and in special cases the Superintendent, that the pupil is suspended. No pupil thus suspended shall be restored to school till the parent or guardian has given satisfactory assur-

ance that the pupil will be punctual in the future, and obtained permission from the Superintendent for him to return.

§ 49. *Written Excuses.*—Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school.

The teachers are authorized to send immediately for such excuses, or to delay till the next session, or the next day, at their discretion; but no pupil shall be sent immediately for an excuse when the weather or other circumstances are such that it would occasion an exposure of health.

§ 50. *Care of Pupils going to and from School.*—The teachers are expected, as far as practicable, to exercise a general inspection over their pupils while going to and from school.

§ 51. *Monthly Report to Parents.*—The Principal of the High School shall send a monthly report to the parent or guardian of each pupil, showing the averages of the pupil in attendance, scholarship and deportment; to be signed by the parent or guardian, and returned to the Principal. In the other public schools the teachers shall send a similar report to the parent or guardian of each pupil of the several Grammar departments.

§ 52. *Forfeiture of Seat in High School.*—Pupils of the High School who vacate their seats four successive weeks, shall be re-admitted only on the recommendation of the Principal, and by special vote of the Board of Education.

§ 53. *School Hours.*—The morning sessions of the High School shall commence at nine o'clock and close at twelve o'clock. During the fall and winter terms, the afternoon sessions of the High School shall commence at half-past twelve o'clock, and close at half-past two o'clock; and during the summer term the afternoon sessions shall commence at one o'clock and close at half-past three o'clock.

The morning sessions of the Grammar and Primary schools shall commence at nine o'clock, and close at twelve. The afternoon sessions shall commence at half-past one. From the first Monday in the school month of November to the first

Monday in the school month of March, the afternoon sessions shall close at four o'clock, and during the remainder of the year at half-past four; *provided*, that nothing in this section shall be so construed as to prevent teachers from the judicious exercise of the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons.

§ 54. *Dismissing Lower Classes*.—The Superintendent shall have authority to dismiss such classes of the Primary departments as he may deem expedient after the forenoon and afternoon recesses.

Whenever all the classes of a teacher are dismissed before the close of school, she is expected to spend her time in discharging such duties as the Principal may assign.

§ 55. *Terms and Vacations*.—The terms of the Public Schools shall commence on the second day of January, the Monday after the last Friday in April, and the first Monday in September; and close two weeks before the last Friday in April, the second Friday in July, and the twenty-fourth day of December; *provided*, that when the second day of January occurs later in the week than Wednesday, then the schools shall not commence till the following Monday. The schools shall be continued five days in each week.

§ 56. *Closing Schools Temporarily*.—The President of the Board of Education shall have authority to dismiss any school temporarily, or to grant leave of absence from school to any teacher, when in his judgment such dismissal or leave of absence shall be necessary.

§ 57.—*Qualifications for Admission to the Grammar Department*.—Pupils may be admitted into the Grammar department of the Public Schools, when, on examination by the masters, they shall be found able to read at first sight, easy prose; to spell common words of not more than two syllables; to distinguish the marks of punctuation, and explain their use; to perform mentally simple questions in Addition, Subtraction and Multiplication; to read and write Arabic numbers containing not more than three figures, and Roman numerals as far as the sign of one hundred; and to enunciate clearly and accurately the elementary sounds, as they occur in analyzing

common words of not more than two syllables. No pupil that does not possess these qualifications shall be admitted into any Grammar department, except by special permission of the Superintendent.

§ 58. *Promotions and Forfeiture of Position.*—The promotion of scholars from the Primary to the Grammar department, and from one division or class to another, shall be made at such times as the interests of the schools may require. No pupil shall be promoted from one division to another, till he is familiar with all the studies of the division from which he is to be transferred, except for special reasons which are satisfactory to the Superintendent.

Whenever the scholarship of a pupil falls behind the rank of his class, he shall be sent into the class next below, unless by extra effort he is able to promptly regain his position.

§ 59. *Examination for Admission to High School.*—Pupils shall not be admitted to the Academic department of the High School until they are twelve years of age ; and they shall have sustained a satisfactory examination upon the studies pursued in the Grammar Schools.

§ 60. *Other Conditions of Admission to High School.*—No pupils shall be admitted to the English High or Classical department of the High School, unless they shall be actual residents of the city, and have attended some Public Grammar School of the city two terms, one of which shall be the term next preceding the time of application for admission ; but this rule shall not operate to exclude from examination any pupils that have not resided in the city two terms, if they present themselves at the first examination that occurs after they become residents.

No pupils from the Grammar Schools shall be admitted to examination, unless they bring certificates from the masters that they are entitled to this privilege.

Examinations for admission shall take place only once in each year, near the close of the summer term.

§ 61. *Normal Department.*—Candidates for admission to the Normal department of the High School, shall be sixteen years of age or older, and they shall pass an examination satisfactory to the Committee on the Examination of Teachers. They

shall also sign a statement, that it is their intention to pursue the business of teaching in the public schools of Chicago, and that their object in obtaining admission to this department is to become qualified for that purpose.

Pupils may be admitted to a full or partial course, as may be desired. They may enter at the opening of any term; and in special cases, after the commencement of a term, at the discretion of the Committee of Examination.

The Committee on the Appointment of Teachers shall have authority to select pupils at any time from the Normal department to take the place of teachers temporarily absent from the schools.

The Committee on the Examination of Teachers shall have authority to remove from the Normal department any pupils who do not give promise of success as teachers in the public schools.

The Committee on the Examination of Teachers shall have authority to call on the teacher of the Normal department, or any of his pupils, to give special instruction to any teachers employed in the public schools, or to any candidate for situations in the schools, in such branches as may be designated by the said Committee.

§ 62. *Term of Attendance upon the High School.*—The term of attendance upon the High School necessary for graduation shall be: in the Teachers' Department, two years; English Department, three years; Classical Department, three years; English and Classical Departments, four years.

HIGH SCHOOL LIBRARY.

§ 1. The Library shall be opened at the close of the afternoon session every Thursday in term time.

§ 2. The Teachers of the High School may have access to the Library at any time, and may draw books from it in accordance with sections 4 and 5.

§ 3. Any pupil whose total average for any month shall equal or exceed 86, may draw books from the Library the ensuing month, and any whose average shall equal or exceed 94, may have access to the Library at such times as the Principal may designate.

§ 4. No folio, quarto or cyclopedia shall be taken from the Library, but may there be consulted.

§ 5. No one shall have more than one book from the Library at any time, and no book shall be retained more than two weeks.

§ 6. Any person injuring or losing any book belonging to the Library, shall make compensation for the same, and failing to do so, shall be excluded from the Library.

§ 7. The Librarian shall keep an account of the names of all drawing books from the Library, the numbers and names of the books, and the date of drawing and returning.

§ 8. The pupil having the highest total average for any month, shall act as Librarian for the succeeding month.

§ 9. The Library shall be under the special care and supervision of the Principal, subject to the direction of the Board of Education.

TEXT BOOKS AND COURSE OF STUDY.

[It is expected that teachers will not in any case depart from the order and arrangement of the Course of Study here prescribed, except by special permission of the Board of Education.]

HIGH SCHOOL.

ENGLISH DEPARTMENT.

1. Preparatory Studies reviewed, using the text books authorized in the Grammar Schools.
2. Warren's Physical Geography.
3. Weber's Universal History.
4. Ancient Geography, in connection with History.
5. Ray's Higher Arithmetic.

6. Ray's Algebra.
7. Davies's Legendre.
8. Plane and Spherical Trigonometry.
9. Mensuration.
10. Gillespie's Surveying.
11. Navigation.
12. Hanaford & Payson's Elementary Book-Keeping.
13. Gray's Botany.
14. Robinson's Elementary Astronomy.
15. Cutter's Physiology.
16. D. A. Wells's Natural Philosophy.
17. Youmans's Chemistry.
18. Geology (Hitchcock's) and Mineralogy.
19. Quackenboss's Rhetoric.
20. Whateley's Logic.
21. Wayland's Political Economy.
22. Shurtliff's Governmental Instructor, and Constitution of
the United States.
23. Wayland's Mental Philosophy.
24. Wayland's Moral Science.
25. Etymology.
26. Cleveland's English Literature.
27. Hillard's First Class Reader.
28. Drawing.
29. Vocal Music ; using Bradbury's Musical Boquet.
30. German or French.
Woodbury's German Series.
Fasquelle's French Course.
31. Recitations and Compositions.

CLASSICAL DEPARTMENT.

- Nos. 1, 2, 3, 4, 5, 6, 7, 15, 16, 25, 27, 29, 31.
 Andrews's and Zumpt's Latin Grammars.
 Harkness's Arnold's First and Second Latin Lessons. .
 Arnold's Latin Prose Composition.
 Andrews's Cæsar.
 Johnson's Cicero.
 Bowen's Virgil.

Andrews's Latin Lexicon.
 Anthon's Classical Dictionary.
 Crosby's Greek Grammar.
 Crosby's Greek Lessons.
 Arnold's Greek Prose Composition.
 Felton's Greek Reader.
 Boise's Xenophon's Anabasis.
 Owen's Homer's Iliad.
 Liddell and Scott's Greek Lexicon.

NORMAL DEPARTMENT.

OUTLINE OF THE COURSE.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
FIRST YEAR.	Arithmetic. Political Geography, and Map Drawing. Grammar. Algebra.	Same as First Term.	Physical Geography. Botany. Natural Philosophy. Geometry.
SECOND YEAR.	Natural Philosophy. Physiology. Book-Keeping, $\frac{1}{2}$ term. Chemistry. Const. U. S., and Principles of Gov't.	History of U. S., and Outlines of General History. Rhetoric. Astronomy. English Literature.	Arithmetic, $\frac{1}{2}$ term. Geography. Grammar. Mental Philosophy. English Literature.

Reading, through the entire course.

Composition, " " " "

Practice of teaching, through the entire course.

Singing, " " " " one lesson per week.

Drawing, through four last terms, two lessons per week.

Theory of Teaching, two " " " " "

GRAMMAR AND PRIMARY SCHOOLS.

In each department of the Grammar and Primary Schools, there shall be as many divisions as there are permanent teachers, and each division may be subdivided into two or more classes.

In the schools which have three divisions in each department, the text book and order of studies shall be as in the following schedule. In the other schools the distribution of studies in the different divisions will necessarily be somewhat modified ; but the course of study in each department, and the conditions of transfer from the Primary to the Grammar department, will be the same in all the schools.

PRIMARY DEPARTMENT.

THIRD DIVISION.

The Alphabet and its combination into words and syllables,—using Webb's Primary Charts, or Philbrick's Primary Tablets, and Sanders's Pictorial Primmer.

Reading words without spelling.

Reading and spelling combined.

Spelling common and familiar words without book.

Elementary sounds taken separately, and also as they occur in the formation of simple words,—both individual and concert exercises.

Concert exercises in reading sentences or columns of words ; all the class pointing to the words as they read.

Concert exercises in mental reading ; all the class pointing to the words of a column or sentence as they are read by the teacher or by one of the scholars.

Common Pauses.

Repeating verses singly and in concert.

Counting from one to a hundred.

Arabic Numbers.

Addition Table.

Daily Exercise in Drawing on the Slate, imitating letters, figures and other objects from Philbrick's Primary School Tablets or other copies. All the pupils must be provided with slates and pencils.

Object Lessons on the names and qualities of common things.

Physical Exercise—marching, change of position, vigorous motions of the arms, etc.

SECOND DIVISION.

Sanders's Pictorial Primmer, with familiar definitions and illustrations.

Sanders's First Reader, with familiar definitions and illustrations.

Marks of Punctuation.

Spelling from Sanders's Spelling Book, and familiar words without book, with definitions.

Elementary sounds as they occur in common words, in connection with both reading and spelling,—both concert and individual exercises.

Concert Exercises in reading sentences, all the class pointing to the words as they read.

Concert Exercises in mental reading; all the class pointing to the words of a sentence as they are read by the teacher, or by one of the scholars.

Object Lessons on the qualities and uses of common things, and Lessons in the use of Language.

Addition and Subtraction Tables, using Emerson's First Part in Arithmetic.

Arabic and Roman Numbers and their combinations, as far as may be necessary to read the different pages of any book used in the class, or to designate any lesson or chapter that may occur.

Daily use of Slates, copying spelling lessons and numerals; drawing plane figures, etc., from Philbrick's Primary School Tablets, or from copies given by the teacher.

Physical Exercises—marching, change of position, etc.

FIRST DIVISION.

Spelling and Defining, from Sanders's Speller.

Sanders's Second Reader, with copious explanations and definitions.

Punctuation.

Spelling words by their Elementary Sounds, in connection with both Reading and Spelling lessons—individual and concert exercises.

Emerson's First Part.

Colburn's Arithmetic, (optional.)

Reading and Writing Arabic Numbers, from one to ten thousand.

Arithmetical Tables and Roman Numerals.

Mitchell's Primary Geography.

Object Lessons, and Lessons in the use of Language.

Daily use of Slates, drawing from Philbrick's Tablets; copying spelling lessons, etc.

The teachers should also take special pains to teach the pupils of the first division to write all the letters of the alphabet in plain *script hand*, either on their slates or with lead pencils on paper. Pupils should be provided with long pencils, and hold them as they would hold a pen.

Abbreviations.

Physical Exercises—marching, change of position, etc.

GRAMMAR DEPARTMENT.

THIRD DIVISION.

Sanders's Third Reader, with definitions and explanations, and elementary sounds.

Spelling and Defining from Sanders's Speller.

Abbreviations.

Mitchell's Primary Geography, or Warren's Common School Geography, with Map Drawing.

Colburn's First Lessons in Arithmetic.

Davies's School Arithmetic.

Payson, Dutton and Scribner's System of Penmanship.

Lessons in the use of Language.

Physical Exercises.

SECOND DIVISION.

Sanders's Fourth Reader, with definitions and explanations, and elementary sounds.

Spelling from Sanders's Speller, and from Reading Lessons.

Warren's Common School Geography, with Map Drawing.

Wells's Grammar.

Colburn's First Lessons in Arithmetic.

Davies's School Arithmetic.

Payson, Dutton and Scribner's Penmanship.

Compositions and Declamations.

Physical Exercises.

FIRST DIVISION.

Hillard's First Class Reader, with definitions, explanations and elementary sounds.

Spelling from Sanders's Speller and from Reading Lessons—oral and written.

Wells's Grammar.

Intellectual Arithmetic, in connection with Slate Arithmetic.

Davies's School Arithmetic.

Warren's Geography, with Map Drawing.

Payson, Dutton & Scribner's System of Penmanship.

Charles A. Goodrich's History of the United States.

Edwards's Outlines of English History.

Declamations and Compositions.

Physical Exercises.

Dictionaries.—Webster's Quarto Dictionary shall be used as authority in Definition, and Worcester's Dictionaries as authority in Orthography and Pronunciation.

Music.—Two music lessons shall be given to the High School, and one to each department of the Primary and Grammar Schools, every week that the schools are in session. The lessons in the High School shall continue forty-five minutes; in the Grammar Schools, forty minutes; and in the Primary Schools, thirty minutes.

The Singing Books used in the Grammar Schools shall be Mason's Normal Singer; and in the Primary Schools, Bradbury's School Melodist.

No Other Studies Permitted.—Teachers shall not, in any case, introduce studies into their schools, that are not embraced in the foregoing list, except by permission of the Board.



BOUNDARIES OF DISTRICTS.

Dearborn School.—That portion of the South Division situated North of Jackson street.

Jones School.—That portion of the South Division situated between Jackson street and Twelfth street.

Scammon School.—That portion of the West Division commencing on Carroll street at the river, thence following Carroll street to Halsted, Halsted street to Adams, Adams street to the river, and bounded on the East by the river.

Kinzie School.—That portion of the North Division bounded on the West and South by the river to North Clark street, thence following North Clark street to Huron, Huron street to Wells, Wells street to Chicago avenue, and Chicago avenue to the river.

Franklin School.—That portion of the North Division bounded on the West by the river from Haines street to Chicago avenue, thence following Chicago avenue to Sedgwick street, Sedgwick street to Oak, Oak street to North Clark, North Clark street to Schiller, Schiller street to Larrabee, Larrabee street to Division, Division street to Halsted, Halsted street to Haines, and Haines street to the river.

Washington School.—That portion of the West Division beginning on Carroll street at the river, thence following Carroll street to Prairie, Prairie street to Ann, Ann street to Fourth, Fourth street to Noble, Noble street to Chicago avenue, Chicago avenue to Milwaukee avenue, Milwaukee avenue to Elston street, Elston street to the river, and the river to place of beginning.

Moseley School.—That portion of the South Division situated South of Twelfth street.

Brown School.—That portion of the West Division bounded on the West by the City Limits from Taylor street to Fourth, thence following Fourth street to Rucker, Rucker and Ann streets to Prairie, Prairie street to Elizabeth, Elizabeth street to Madison, Madison street to Laflin, Laflin street to Taylor, and Taylor street to the city limits.

Foster School.—That portion of the West Division bounded on the East and South by the river, on the West by the City Limits from the river to Taylor street, thence following Taylor street to Blue Island avenue, Blue Island avenue to Polk street, and Polk street to the river.

Ogden School.—That portion of the North Division bounded on the East by the lake, on the South by the river from the lake to North Clark street, thence following North Clark street to Huron, Huron street to Wells, Wells street to Chicago avenue, Chicago avenue to Sedgwick street, Sedgwick street to Oak, Oak street to North Clark, North Clark street to Schiller, and Schiller street to the lake.

Newberry School.—That portion of the North Division bounded on the East by the lake, from Schiller street to the City Limits, on the North by the City Limits, on the West by the river from the City Limits to Haines street, thence following Haines street to Halsted, Halsted street to Division, Division street to Larrabee, Larrabee street to Schiller, and Schiller street to the lake.

School No. 12.—That portion of the West Division bounded on the East by the river from Elston street to the City Limits, on the North by the City Limits, on the West by the City Limits to the intersection of Fourth street, thence following Fourth street to Noble, Noble street to Chicago avenue, Chicago avenue to Milwaukee avenue, Milwaukee avenue to Elston street, and Elston street to the river.

Skinner School.—That portion of the West Division bounded on the East by the river from Polk street to Adams, thence following Adams street to Halsted, Halsted street to Prairie, Prairie street to Elizabeth, Elizabeth street to Madison, Madison street to Laflin, Laflin street to Taylor, Taylor street to Blue Island avenue, Blue Island avenue to Polk street, and Polk street to the river.



